

University of Warwick institutional repository: <http://go.warwick.ac.uk/wrap>

A Thesis Submitted for the Degree of PhD at the University of Warwick

<http://go.warwick.ac.uk/wrap/59519>

This thesis is made available online and is protected by original copyright.

Please scroll down to view the document itself.

Please refer to the repository record for this item for information to help you to cite it. Our policy information is available from the repository home page.

DECLARATION

I declare that this thesis is entirely my own work and that it has not been submitted elsewhere for any other degree or professional qualification.

Unity Mapula Nkateng

DEDICATION

Dedicated to my children Refilwe, Ame and Resego.

ACKNOWLEDGEMENTS

I want to thank God for seeing me through this long and winding journey. I am extremely grateful to my supervisor, Dr Sue Wharton, for the generous guidance, the relentless encouragement and the enduring academic support she gave me during the trials and tribulations of the PhD journey.

I am also grateful to my second supervisor Dr Ema Ushioda, for her invaluable feedback on my first draft. Thanks again to Dr Steve Mann for his contribution in shaping this thesis through critiques in panel upgrades and viva.

May I thank the professional social workers and the social work students who were my research participants. I would also like to thank the Social work tutors who encouraged students to participate in this research as well as those who supported me in providing the texts for analysis.

I would also like to thank my friend Jenny Claydon and her family for her unending support during my stay in the UK, My Lutheran church pastors G. Samiec and P. Letshwenyo who were just a phone call away when I needed help. My friends in Botswana especially D. Kgosidintsi and in the research room who were always there through this long journey and those who used to spend nights with me in the research room when the going was tough.....

My family for their unending support when I was not there for them they were always there for me especially Ame who always encouraged me to be strong and optimistic when I felt low. Thanks to my husband Victor, for taking care of the children when I was away and lastly my grandmother Esther.

All the members of staff in the centre who were supportive, their support meant a lot to me. Lastly, I would like to thank the University of Botswana for the sponsorship.

APPENDICES

Appendix 1 Interview plans

Appendix 2 Interview Professionals

Appendix 3 Students' interview

Appendix 4 Sample tree diagrams

Appendix 5 Intake sheet

Appendix 6 Destitution report

Appendix 7 Students' case report

Appendix 8 Com 152 course outline

Appendix 9 Samples of processes

Contents

DECLARATION	I
DEDICATION.....	II
ACKNOWLEDGEMENTS.....	III
APPENDICES.....	V
LIST OF TABLES AND FIGURES.....	XI
ABSTRACT	XIII
CHAPTER ONE: BACKGROUND OF THE STUDY	1
1.1 Introduction	1
1.2 Motivation for the study.....	1
1.3 Contextual background to the study	5
1.3.1 Communication and study skills unit.....	5
1.4 Significance of the study.....	7
1.4.1 Rationale for studying social work writing.....	8
1.5 Research questions.....	9
1.6 Position and Profile of Botswana	10
1.7 Socio cultural context.....	11
1.8 Social work as a profession in Botswana	17
1.8.1 History of the social work course at the University of Botswana.....	21
1.8.2 Social work course at the University of Botswana.....	22
1.9 Conclusion.....	23
1.10 Overview of the thesis	24
CHAPTER TWO: REVIEW OF LITERATURE	27
2.1 Introduction	27
2.2 Discourse community and its relevance to the current study.....	28
2.2.1 Social work as a discourse community.....	30
2.2.2 Social work students as a discourse community	33
2.3 Community of practice as a framework for the study	36
2.4 Professional writing.....	41
2.4.1 Overview of research into professional writing	41
2.4.2 The nature of Professional discourse.....	42
2.4.3 Research into social work writing.....	45
2.4.4 Research into the language needs of 'less linguistically proficient' social workers.....	49
2.4.5 Research into the writing of student social workers – apprenticeship genres	50
2.4.6 The need for professional writing instruction for social workers	52
2.5 General issues with teaching professional writing in academic setting	54
2.5.1 Different views on teaching professional writing in academic settings	54
2.6 Genre and its relevance to the current study	59
2.6.1 Genres as a framework for the study	59
2.6.2 Systemic functional linguistics.....	60

2.6.3 English for specific purposes.....	63
2.6.4 New Rhetoric.....	67
2.6.5 Similarities and differences between the three approaches	70
2.6.6 Genres as perspective for studying social work writing	71
2.6.7 Genre based pedagogies	72
2.6.8 Review of some genre based pedagogic interventions.....	80
2.6.9 Situated learning.....	83
2.6.10 Academic literacies approach	84
2.7 Conclusion.....	85
CHAPTER THREE: METHODOLOGY	88
3.1 Introduction	88
3.2 Research Paradigm.....	90
3.3 Justification for the use of qualitative approach	91
3.3.1 In-depth comprehensive information.....	92
3.3.2 Small group	93
3.3.3 Detailed description of events.....	94
3.4 Research participants.....	95
3.4.1 Different categories of social work practice.....	95
3.4.2 Students	96
3.5 Collection of textual data	96
3.5.1 Procedure for collecting professional's data.....	96
3.5.2 Procedure for collecting students' data.....	97
3.5.3 Summary of professional documents collected	98
3.5.4 Documents collected from students	99
3.6 Arranging interviews.....	100
3.6.1 Pilot interview.....	100
3.6.2 Reflection of pilot interview.....	100
3.6.3 Content of the pilot interview.....	101
3.6.4 Professional's interviews	101
3.6.5 Students' interviews.....	102
3.7 The nature of interviews.....	104
3.7.1 Interviews.....	104
3.7.2 The language of interviews.....	106
3.8 Issues of access and ethics	108
3.8.1 Professionals.....	108
3.8.2 Students	110
3.9 Approaches to genre analysis	112
3.9.1 Text analysis	113
3.9.1.1 Move analysis	113
3.10.1 Qualitative content analysis	114
3.10.2 Directed content analysis	116
3.10.3 Working with data-analysis.....	117
3.11 Combining textual data analysis with interview data analysis	118
3.12 Criteria for evaluating qualitative research	121
3.12.1 Credibility.....	121
3.12.2 Transferability.....	121

3.12.3 Dependability	122
3.12.4 Confirmability.....	123
3.13 Conclusion	123
CHAPTER FOUR: PROFESSIONAL SOCIAL WORKERS DESTITUTION REPORT AS A GENRE.....	126
4.1 Introduction	126
4.2 Intertextuality.....	126
4.2.1 Preliminary texts	127
4.2.2 Case register	127
4.2.3 Home visit record	128
4.2.4 The intake sheet.....	129
4.2.5 Definition of destitution person by the revised Policy.....	131
4.3 Relationship between destitution reports and preliminary texts	132
4.4 Destitution reports	134
4.4.1 Description of the structure of destitution reports and preliminary texts...	135
4.4.2 Contexts of reports.....	137
4.4.3 Moves in destitution reports.....	138
4.5 How the moves fit with the overall communicative purpose of the report.....	148
4.6 How the moves function together.....	149
4.6.1 Transitivity or process analysis.....	151
4.6.2 Patterns of representation identified in move 3, 5 and 6	156
4.6.2.2 Patterns of representation in move 5 categorise client's well being.....	160
4.6.2.3 Patterns of representation in move 6 interpret fact in relation to client's ability to self –support.....	163
4.6.3 Reports that do not have move 6	167
4.6.4 Unique report case 58.....	170
4.7 Experiences of writers from the interviews	172
4.8 Conclusion.....	174
CHAPTER FIVE: STUDENTS' DATA FINDINGS AND ANALYSIS	175
5.1 Introduction	175
5.2 Justification for use of long extracts.....	177
5.3 Students data collected.....	178
5.3.1 Intertextuality	178
5.3.2 Written texts.....	179
5.4 description of the structure of the reports.....	181
5.4.1Biographic details.....	182
5.4.2 Background information	182
5.4.3 Assessment overview	183
5.4.4 Objectives.....	183
5.4.5 Intervention	183
5.4.6 Outcomes and recommendations	183
5.5 Content of the reports	183
5.5.1 Important content for case reports.....	185
5.5.2 Moves in students' reports	186
5.5.3 How the moves fit with the communicative purpose.....	194

5.5.4 How the moves function together	195
5.6 Patterns of representation identified in moves 2,3 and 5.....	197
5.6.1 Patterns of representation in move 2: providing history of the case.....	198
5.6.1 iii Functions of relational possessive processes	200
5.6.1.iv Functions of identifying relational processes	201
5.6.1.2 Representation of clients voice	202
5.6.2 Patterns of representation in move 3: Stating what the student wishes to achieve.....	203
5.6.2.i Functions of material processes.....	203
5.6.2.ii Functions of mental processes	204
5.6.2. iii Functions of verbal processes	204
5.6.2.1 Frequent semantic groupings.....	205
5.6.3 Patterns of representation in move 5 Reporting roles they played in client's lives.....	206
5.6.3 i Functions of material processes	207
5.6.3.ii Functions of mental processes	207
5.6.3.iii Functions of relational processes	207
5.6.3.iv Functions of verbal processes	208
5.7 experiences during fieldwork placement	208
5.7.1 Fieldwork attachment- discourse community and community of practice concept.....	209
5.7.2 Evaluation of the course by the students.....	214
5.7.3 Challenges.....	217
5.8 Emerging themes	219
5.8.1 Frustrations	219
5.8.2 Lack of recognition of the profession.....	221
5.8.3 Lack of feedback after internship	221
5.9 Conclusion.....	222

CHAPTER SIX: SIMILARITIES AND DIFFERENCES BETWEEN THE TWO GENRES_ PROFESSIONAL DESTITUTION REPORT AND THE STUDENT CASE REPORT..... 225

6.1 Introduction	225
6.2 Similarities	226
6.2.1 Existence of subheads and (lack of) structure.....	226
6.2.2 Similarities and communicative purpose	227
6.2.3 Similarities of moves	227
6.2.4 Challenges in composing genres	227
6.2.5 Lack of recognition	228
6.3 Differences	230
6.3.1 Structure and subheadings are different.....	230
6.3.2 Moves.....	231
6.3.3 Self representation and accountability: Use of 'I' and 'the office' or the officer	232
6.3.4 Personal narration	233
6.3.5 The role of statements of objectives	234
6.3.6 References to theories	235

6.3.7 Reference to Setswana culture.....	238
6.3.8 Recommendations made for the office but not about the client or for the client.....	240
6.4 Conclusion.....	241
CHAPTER SEVEN PEDAGOGICAL PROPOSALS FOR BOTSWANA CONTEXT	
.....	244
7.1 Introduction.....	244
7.2 Summary of the pedagogic need.....	245
7.3 proposal to modify.....	246
7.3.1 Summary of reasons why modification is necessary	246
7.3.2 The proposal modification.....	247
7.3.2.1 A proposed sample of the report for fieldwork placement.....	248
7.3.2.2 Text 2 for the university.....	249
7.4 Towards a proposal for classroom based teaching.....	250
7.4.1 Current COM 152 course outline.....	250
7.4.2 Principles of a genre based approach to teaching professional communication	251
7.5 The pedagogical proposal in more detail	254
7.5.1 A possible course outline.....	254
7.5.2 Possible activities	255
7.5.2.1 Building the context.....	257
7.5.2.2 Modelling and deconstructing the text	258
7.5.2.3 Linking the related texts	259
7.5.2.4 Joint construction of the text.....	260
7.5.2.5 Independent construction of the text.....	261
7.5.3 A sample lesson.....	262
7.6 Conclusion.....	263
Chapter Eight: Conclusion	264
8.1 Introduction	264
8.2 Summary of the study	264
8.3 Implications.....	267
8.4 Limitations.....	268
8.5 Recommendations for future research	269
REFERENCES	271
APPENDICES	291

LIST OF TABLES AND FIGURES

Figure 1.1 Hierarchy of social workers.....	17
Figure 1.2 Units and subunits in Social work department.....	20
Figure 2.1 Relationship between professional and students writing	72
Table 3.1 Demographic information of professionals interviewed.....	102
Table 3.2 Demographic details of students interviewed.....	103
Figure 3.1 Tree diagram of interview data.....	118
Table 3.4 Overview of research design/table or flow chart.....	125
Table 4.1 Headings in a case register.....	127
Table 4.2 Headings in a home visit record.....	128
Table 4.3 Frequency of moves.....	149
Table 4.4 Material processes case 4.....	153
Table 4.5 Material processes case 10.....	153
Table 4.6 Relational processes.....	154
Table 4.7 Relational processes.....	154
Table 4.8 Relational processes.....	154
Table 4.9 Mental processes.....	155
Table 4.10 Verbal processes.....	155
Table 4.11 Existential processes.....	156
Table 4.12 Relational attributive.....	158
Table 4.13 Relational attributive possessive.....	158
Table 4.14 Relational identifying.....	159
Table 4.15 Verbal processes.....	160
Table 4.16 Relational attributive samples.....	161
Table 4.17 Relational possessive samples.....	161
Table 4.18 Voice of the client.....	162

Table 5.1 Frequency of subheadings in students' reports.....	182
Table 5.2 Frequency of moves in students' reports.....	187
Table 5.3 Sample of students' reports details.....	188
Table 5.4 Functions of material processes.....	199
Table 5.5 Relational attributives.....	200
Table 5.6 Relational possessive.....	200
Table 5.7 Relational identifying processes.....	201
Table 5.8 Representation of voice.....	202
Table 5.9 Material processes.....	203
Table 5.10 Mental processes.....	204
Table 5.11 Verbal processes.....	204
Table 5.12 Semantic groupings investigation.....	205
Table 5.13 Sematic grouping counselling.....	205
Table 5.14 Material processes.....	206
Table 5.15 Mental processes.....	207
Table 5.16 Relational attributives.....	207
Table 5.17 Verbal processes functions	208
Table 5.18 Students' moves and intended audiences.....	214
Table 6.1 Moves for the 2 genres.....	231
Table 7.1 Basic design in designing a genre based course.....	254
Figure 7.1 Teaching learning cycle.....	256
Table 7.2 Sample lesson plan	263

ABSTRACT

Professional communication is growing in the field of applied linguistics. A lot of research has been done on business communication in different work places. However there is not much done on Social work professional communication in Botswana.

This study analysed the types of texts produced by social workers in their professional setting, in order to find out whether there is a relationship between the writing done by professional social workers and the writing taught to social workers by the Communication and Study Skills department at the University of Botswana.

The research method for this study combines two major research tools in qualitative inquiry which are text analysis and interviews. A range of documents were collected from social workers, these included informal documents, hand written during interviews with clients, to more formal reports that were addressed to relevant officers in the position of making decisions recommended in the reports. The documents were analysed using a new rhetoric approach to genre. I used a combination of text analysis and interviews in order to investigate the contexts in which the texts were produced.

Academic texts produced by students during their fieldwork placement were also explored. The texts that the students write are long and unlike the reports produced by professionals, which focuses on the client's story, they describe what the students have done and achieved. The significance is that; this discrepancy raises questions about the extent to which students are being prepared for professional writing. Students have indicated that their academic writing varies according to the

preferences of individual lecturers rather than the requirements of the work situation and that after internship they are never given feedback about their performance and they also need additional training before they engage in fieldwork. I found that both formal and informal documents are written following a set format which reflects the precise institutional function of the text, but experienced social workers can manoeuvre the format creatively to communicate effectively about their clients. I have also found that professional genre has 9 moves while the students had 6 moves.

This study aims to improve knowledge of writing of professional social workers and the writing of social work students on fieldwork placements in Botswana which might also be applicable to other settings. It will also provide a detailed discussion of effective pedagogies that will help social work students develop more of the competencies that are recognised in the workplace.

CHAPTER ONE: BACKGROUND OF THE STUDY

1.1 Introduction

In this chapter, I explain my motivation and the background for undertaking this study. I discuss the role of the Communication and Study Skills Unit (CSSU) in the University of Botswana. I explain the significance of the study and the research questions that it tackles, then give a brief description of Botswana and its sociocultural context in relation to the study. Finally, I describe the history of the social work profession in Botswana and the social work course at the University.

1.2 Motivation for the study

This study has been motivated by experiences in my professional life firstly as a university student, next a teacher trainer and most recently through my current position as a university lecturer. One of the courses I was most fascinated by as an undergraduate was academic writing skills. After graduating from the University of Botswana, I worked as a teacher trainer at Tlokweng College of Education, teaching academic and professional communication to trainee teachers. In Botswana, the language of university study and of much professional communication is English. Chimbhanda (2000) explains that, “what tends to complicate the L2 learning situation in the Botswana context is that English is generally considered exoglossic, and the official policy is that Setswana is not only the national language but also the language of pride and identity” (p.310).

From 2000 to 2001, I studied for a master’s degree at the University of Birmingham, during which time I was introduced to many interesting concepts in English for specific purposes (ESP). I developed a great interest in teaching ESP – especially

report writing – after observing how this was taught to engineering students at the University of Birmingham. I realised that Botswana students needed to be taught professional communication differently to how they currently were. We were simply teaching students to apply formats for general documents such as business letters and reports. These were not specific to professional contexts and we were not giving students enough opportunities to undertake beneficial practical work.

Shortly after completing my master's degree, my department was invited by primary school teachers to conduct workshops on business and professional communication. These focused on letter writing and report writing and I was nominated to present these topics. My observations and feedback from the presentation motivated me, and I developed a great interest in professional communication. I joined the University of Botswana in 2002 as a part-time lecturer where I taught humanities students both academic writing and ESP. In 2003 I joined the university as a full-time lecturer, and went on to teach education students, humanities students and social science students who were majoring in public administration and social work.

I have taught English for Academic Purposes (EAP) and ESP to social work and public administration students in the Faculty of Social Sciences since 2007. I aim to teach students skills that are relevant to their different contexts as students, as well as skills that will be relevant to their contexts as professionals after completion. These students have different needs depending on their areas of specialisation. For example, during class activities social work students give presentations that are relevant to their contexts; for instance, when studying interviews, they perform role play interviews in consultation with 'clients'.

Social work students also need to learn to write in ways that differ from the other students that I teach. Dudley-Evans and St John (1998) observed in cases where the content is specifically oriented to professional contexts, the students may know their content more than the English teachers do. As an ESP lecturer, this both motivated me and gave me the opportunity to learn more about social work content so that I was able to generate more relevant activities in class. My professional observation as a teacher, combined with a concern to teach effective writing skills and appropriate language choice motivated me to carry out an investigation into this aspect of the students' developmental learning.

Lack of writing skills for social work students is in fact a global concern (Simon and Soven, 1990, Ames, 1999, Alter and Adkins, 2001, 2006, Coyle, 2010). Simon and Soven (1990) state that "Indeed, the quantity of essays and reports students produce appears to have little bearing on the quality of their writing" (p.48). Many attempts have been made by western researchers to understand how students can be assisted in learning professional writing in an academic context and transitioning from university to the workplace, yet there has been no research on professional writing and language use by social workers in the context of Southern Africa including Botswana.

As a member of the University of Botswana staff, I have heard anecdotes about complaints from departments and the professionals about students' writing skills. My observations substantiate this; for example, at a meeting I attended with the social work department for my data collection in September 2010, a lecturer commented that "students are incompetent and most departments they work for complain about their writing skills". This is a concern for both professionals and students. The observation about the standard of graduate's writing motivated me to do a full study

of social work writing in its professional context. The standard may in part be influenced by a general observation of mine that students are not motivated to continue studying English at university because they do not see how this will help their professional development. Therefore this study will also consider how we can better frame the English course, currently English for Specific Purposes, for example as 'English for Social Work'.

There are concerns about the quality of both academic and professional writing skills across the University of Botswana. Chimbanga (2000) highlights a concern from one faculty on academic writing skills that "Students lack essay writing skills; they lack brevity in answering questions; they do not summarise points and lack logicity. They have problems with selection and organisation of points, and merely lift points without recasting them" (p.310). There are equivalent concerns around professional writing skills, and this study seeks to explore these, focusing on professional communication.

There is an urgent need to explore the alleged lack of transferability to the workplace of communication skills taught and learnt during CSSU modules, as evidenced by various complaints from employers. My intuition is that departmental teaching in this area is not fully relevant to the students' target needs. I am therefore motivated to research the target professional situation, the current pedagogic situation, and to examine the relationships between them. Rai and Lillis (2009) suggest in their report of an exploration of professional social work writing, "the main focus for change is on greater synergy between the curriculum and the needs of current practice as identified by employers and service users" (p.7). This is one of the aims I am working towards.

One of the objectives of the CSSU is to enable students to “produce general and subject specific texts that are fluent, accurate and reflect stylistics’ appropriacy”. The main aim is to achieve a richer understanding of the nature of genres or texts that are written by professional social workers in order to include them in the ESP curriculum for social work students to improve this and to explore if the CSSU objective cited above is achieved.

1.3 Contextual background to the study

1.3.1 Communication and study skills unit

The Communication and Study Skills Unit (CSSU), a department of the University of Botswana, is responsible for teaching study skills and professional communication to undergraduates from all faculties at the university. CSSU was set up in 2000 to consolidate the teaching of study skills and professional communication skills, which had previously been dispersed across the university.

The courses the department offers are designed to provide students with key competencies for academic and professional life. The department offers courses in communication and study skills that are relevant to individual faculties. First year courses – Communication and Study Skills I (CSS I) and Communication and Study Skills II (CSS II) are compulsory; semester one focuses on study skills and essay writing (CSS I) and semester two focuses on academic writing and English for Professional Purposes (CSS II) (department of CSSU handbook, 2006/2007). These courses are also compulsory for students returning after a break of 10 semesters or more. Chimbganda (2000) observes that “recognition of students’ general lack of linguistic competence by the university has led to EAP being made compulsory for every first-year student” (p.310).

The English for Professional Purposes (EPP) section of CSS II focuses on the specialised language used in students' specific subjects. For example, law students are taught legal language. In addition to other aspects of professional communication, texts selected from the different disciplines are explored to help students develop skills in identifying features such as lexis, syntax and genre structure and how these constitute different discourse types.

Although CSSU aims to prepare students to write the kinds of texts that they will be expected to write in their own fields of work or their departments, the major problem is that it is often not clear what or how the students are expected to write in their field of work. At times the teachers do not have access to relevant sources of professional documents that would provide examples of what the writing expectations are. In principle the sources that teachers need to use can be collected through collaboration with the content lecturers. ESP lecturers are trained in academic writing rather than subject course content, thus there is need for consultation between subject teachers and ESP teachers in order to provide relevant teaching materials to the students. At times it is difficult to get access to relevant sources: this may be because content lecturers feel that the ESP teachers are crossing lines or feel intimidated by close inspection of their teaching. This is a common problem in EAP, for example, Braine (2001) explains in a study conducted in Hong Kong that teachers were reluctant to share their writing assignments for different reasons. In such instances, Dudley-Evans and St John (1998) state that "The role of ESP teachers as 'providers of material' thus involves choosing suitable published material, adapting material when published is not suitable, or even writing material where nothing suitable exists" (p.15).

1.4 Significance of the study

Although there is a general concern about how social workers and social work students write in the US and in the UK (Simon and Soven, 1990, Alter and Adkins 2001, 2006, Coyle 2010, Rai and Lillis 2009), this study examines documents written by professional social workers in Botswana. It seeks to identify types of genres used by professionals and then focus on one key genre. Official documents collected from social workers are classified and analysed, then a selection of one particular form of the genre is analysed in detail to explore its communicative purpose. The study also examines documents written by social work students on fieldwork placements. Finally it considers the potential relationship between the two genres.

The study will therefore contribute to knowledge in three ways:

1. Improved understanding of writing of professional social workers in Botswana which might also be applicable to other similar settings.
2. Improved understanding of the writing of social work students on fieldwork placements in Botswana and potentially beyond the Botswana context.
3. Detailed discussion of effective pedagogies that will help social work students develop more of the competencies that are required or recognised in the workplace.

To bring these three points together, essentially this study seeks to understand professional social workers' writing and social work students' current writing, and how the CSSU can bridge the gap between the two so that students are taught to write in the genres they will actually use in practice.

1.4.1 Rationale for studying social work writing

I focused on social work writing because my teaching responsibilities as a communication and study skills (CSS) lecturer between 2003 and 2009 expanded to include community services as one of my key performance areas, so I was facilitating professional skills for people working in different professions in the country. In this capacity, I taught content and skills that were relevant to different general needs of students as well as their specific needs as professionals after completion of their studies. It is interesting to study social workers in Botswana, partly because it is a relatively new profession and also because social workers need to interact with people from other professions such as police officers and nurses to represent their clients. In addition, Engstrom et al. (2009) call for research on understanding the language strengths of social work students and socialising them into the social work profession. Social work writing is, according to them, under researched. In order to help students improve their writing skills, this research follows Alter and Adkins' argument (2001) that "Never has writing skill been more important for professional social work that [sic] it is now" (p.496).

Discourse analysts in Botswana have not researched social work genres so far. As part of their professional duties, social workers are required to write specific and sometimes legal documents that have significant implications for the wellbeing of their clients, for example, reports of child adoption for court hearings. The social workers in Botswana consult in their first language but the documents they write have to be in English. Janson and Tsonope (1991) explain that according to the language policy of Botswana, English has to be used in all contexts that are considered as official. They explain that "Although Setswana is used extensively for

oral contacts with clients and customers; many firms may use English as strictly as government does in their internal communication” (p.75).

1.5 Research questions

In order to investigate the situation discussed above, I have sought answers to a number of questions, which I have divided into two sets. I am presenting my final set of research questions that emerged during the process of my data collection and analysis; I started from an initial broad question 1a. which was then elaborated after analysis of the data collected during the first phase of my data collection and led to a more specific set of questions about social work writing:-

- 1a. What are the types of documents produced or written by professional social workers in Botswana?

Data sets collected during phase one led me to ask questions 1b. I collected a range of documents from the social workers’ office. Among the documents collected from the professional social workers, there were court case reports, Community Home based care reports, truancy reports, transfer reports and a large number of destitution reports. I concluded that a destitution case report was a key document, in turn leading me to research question 1b.

- 1b. What are the typical patterns and functions of Botswana destitution case reports as a genre?

In analysing texts in this genre, I became aware of key participants represented as clients. This matched what I read from other social work articles where representation is an issue therefore I established the next question.

1c. How are clients represented in destitution reports?

Then the second set of questions is about teaching writing to social work students. I had at first considered analysing reports they wrote in classroom context but I rejected them as they did not resemble professional documents they write during their fieldwork placement. The fieldwork case reports were a promising source of data.

- 2a. What kind of reports do social work students at the University of Botswana write during fieldwork placements?
- 2b. To what extent does this pedagogic genre resemble the professional genre of case reports?
- 2c. To what extent does this pedagogic genre help students prepare to write their target professional genre?
- 2d. How can the current situation be improved?

On the basis of the research questions above, I also added a pedagogic aim which is to consider how well the CSS II prepares the social work students for the challenges of writing in their profession. I will propose some pedagogic interventions designed to help University of Botswana social work undergraduates prepare for two target genres that they must employ: the fieldwork report and the professional case report.

1.6 Position and Profile of Botswana

Botswana is a landlocked country. It shares borders with Namibia, South Africa, Zambia and Zimbabwe and is 224,607 square miles (581,730 square kilometres) in area. The country has a population of about 2,024,787 people (2011 population census). English is the official language and Setswana the national language. The language of government and higher education is primarily English, which is spoken by 2.1% of the population, while Setswana is the dominant language spoken in the

country. Setswana is spoken by over 78.2% of the population (CIA World Fact Book). The people are known as Batswana while Setswana refers to the culture and language. There are many other languages spoken by tribes in different parts of the country; some people from these areas are not competent in either Setswana or English. I discuss these in the following section.

1.7 Socio cultural context

Both the geographical position of Botswana as described above and some aspects of culture are important to mention in this study as they contribute to or affect the work of the social workers. In order to understand how social workers construct accounts of their work and their clients through reports in Botswana, there is need to describe their roles and their socio-cultural context. It is important to highlight the following information because I think it is a challenge to young social workers who were not brought up in some of these cultures and yet have to tackle some issues that are related to them. The effects of culture will be highlighted in chapters 4 and 5.

Botswana has diverse ethnic groups: of the different ethnic groups Bakwena, Balete, Bangwaketse, Bangwato, Bakgatla, Batawana, Batlokwa, Barolong are Setswana speaking groups and they used to be called the main tribes. The non-Setswana speaking groups are Bakgalagadi, Bayeyi, Baherero, Basarwa, Batswapong and Bakalanga, which were referred to as minority groups until the constitution was changed after heated debates that nearly divided the country. Although there are many ethnic groups, there is similarity in the view of socio-economic and political life and the relationship between humans and the spiritual and natural world. According to the CIA World Fact Book (2005), ethnic groups are Tswana 79%, Kalanga 7.9%, Basarwa 3% and other, including Kgalagadi and white 7%. Batswana

believe in their cultural customs and their main cultural environment, that is, they believe in their customs as members of different tribes in different parts of the country. It is these beliefs that characterise societal beliefs, roles and customs as well as distribution of power and wealth (Osei-Hwedie and Rankopo, 2008).

Before the arrival of the westerners, most people lived together as extended families and shared a household or compound; within the household the head of the family was an elderly man as the people were patriarchal. The responsibility of the head of the household was to take care of all members in the household and if some of the women in the compound had children, the children will look upon the head as their father figure. For example, children of an unmarried woman will treat their grandfather or uncles as their fathers and it was a taboo for the children to ask about their fathers in Setswana culture. Ferguson-Brown (1996) states that:

Firstly it must be said that the Setswana culture is highly organised and cooperative with considerable support from the community for those in need – from the wards which are the clusters of kinsmen among whom rural people still live; from close relatives and from elders, headman, and chief. Thus to be homeless, without food in the home village, abandoned, abused without protection, or like such social problems were not likely to have commonly confronted governments departments.(p.68)

Different households are clustered together to form a kgotla (ward) which is led by a headman. Janson and Tsonope (1991) state that “Kgotla is made up of a number of proximate households that meet over issues pertaining to the general welfare of the community” (p.69). The headman reports to the chief and can also be called to solve problems that cannot be solved internally in the household, before these problems are referred to the chief. People now prefer to be in nuclear families and roles of headmen are slowly declining. Before the introduction of social work services, when there were conflicts in the household, they were solved by members of the family.

Issues of parenthood were not only based on biological parents. (Durham, n.d.) Every elderly person was regarded a parent and therefore had the right to reprimand any young person who misbehaved in public and they could not be taken to task for that. Osei-Hwedie and Rankopo (2008) explain that “Batswana are communalistic and find fulfilment in the context of the group. It’s social work focus is on communities rather than on individuals and within these communities the ‘more than human’ realm carries a great deal of import”(pp.208-9).

Batswana still depend on livestock or farming. They rear cattle, goats and sheep. There are government grants that encourage people to be farmers in order to discourage urban migration. Unemployed youth are also entitled to the grants to curb unemployment rates. Durham (n.d) states that, “before colonisation Batswana had their own ways of treating ailments, but after Christianity was introduced people changed towards some of Setswana customs”. Those who were converted to Christianity looked down upon those who were not converted and in most cases they were called ‘heathens’. People began visiting traditional doctors discreetly as the practice was regarded as sinful.

According to the Columbia Electronic Encyclopaedia (2007), “more than 70% of the population follow Christianity and about 10% adhere to traditional practices”. Some diseases are considered foreign and others traditional and these are brought to medical practitioners accordingly. While some diseases are brought to western doctors, some people still prefer to visit traditional doctors or church priests for the same ailments. Diseases and misfortunes were brought to the attention of traditional doctors who will diagnose social causes such as jealousy, witchcraft and self-ambitions. In most cases an unfortunate member of the family will be blamed for the misfortunes. These beliefs were very controversial when HIV and AIDS were

discovered as some people felt it was a traditional disease and some traditional doctors claimed that they could cure it. Some religious groups also claimed that they could cure AIDS and advised their followers not to undertake antiretroviral therapy, which is a great challenge to the social work profession in Botswana.

HIV/AIDS in Botswana is a great concern as it affects not only the health but also the development of the country. The disease is prevalent with 1 in 3 people between the ages 5 and 49 affected. Among pregnant women, 35% are HIV positive and up to 40% of their children are also likely to be infected (Republic of Botswana, 2003, p.12). The high rates of HIV and AIDS in Botswana might have been aggravated by the cultural beliefs that it is a traditional disease and can be cured traditionally. People realised that they need to change their attitude towards the disease when it was too late.

Traditionally, social workers are called 'Bommaboipelego' (females) and 'Boraboipelego' (male social workers). These names are derived from the roles and context of their work: when the profession started social workers encouraged people to be self-reliant. At first they were viewed as people who provide needy people with food or coordinate self-help projects in the country. But today, Social workers are faced with challenges of working in conditions where culture has to be challenged. They deal with adoptions; they deal with people who are bedridden because of HIV/AIDS and other chronic diseases, especially cancer. They also have to deal with people who believe in different orientations like witchcraft and other negative factors that are influenced by traditional behaviours.

Osei-Hwedie and Rankopo (2008) state, "Developing nations, Botswana included, seek solutions to poverty, disease, ignorance, inequality and lack of opportunity"

(p.206). About 36 per cent of the population are poor, cannot afford at least the basic needs and are vulnerable to preventable diseases such as HIV/AIDS and malaria (Osei- Hwedie and Rankopo, 2008).

Having discussed Setswana culture, I will now discuss how it relates to this study. The roles of the headmen and chiefs are changing, and issues that were solved by chiefs are now referred to social workers. For example, in villages, the head of a household used to make decisions on behalf of the family members and advocate for the family in different ways; problems were discussed by members of a family before they were reported to the chief. One of the services provided by the social welfare and community development office is a family and personal welfare service. This provides services like professional counselling, psycho-social support and case work executions to vulnerable and eligible persons (SEDC leaflet). This is a challenge to social workers because at times they arbitrate cases of people who are older than them and culturally they will not be able to ask some questions that are related to the problem because of the age difference. (That is, younger people are not permitted by culture to question their elders.) For example, social workers now intervene in marriage problems while in the past this was solved by members of the family. In urban areas, problems are now reported to social workers instead of elders because there are no wards in urban areas. This type of information is relevant to this study in the sense that social workers will need skills in reporting such issues and must learn to consult members of the family in order to secure better intervention in their cases.

Livestock or farming is important to the lives of Batswana. One of the questions that social workers ask their clients is how many livestock they have: this is so they can

make relevant recommendations about their destitution status. I discuss this point in detail in chapter 4.

Social workers also have to take care of HIV/AIDS patients and provide community home-based care for those who are terminally ill, while in the past this role was played by members of the family and at times in consultation with traditional doctors. This is also discussed in chapter 4.

Social workers fall under the ministry of Local Government in Botswana. Most are employed by government though some are employed by private agencies motivated by human rights. The focus of this research is government social workers, so I will not go into detail about private social workers. Social welfare officers are social workers who are always in contact with clients; they are accountable for different clientele, such as destitute people and those who need home care, counselling and other services mentioned earlier. Many of these social workers are trained at the University of Botswana while some are trained in different universities in South Africa. They are accountable to the chief social and community development officer who supervises all the social workers in the designated area. The illustration below shows the different positions of the social workers in a designated area.

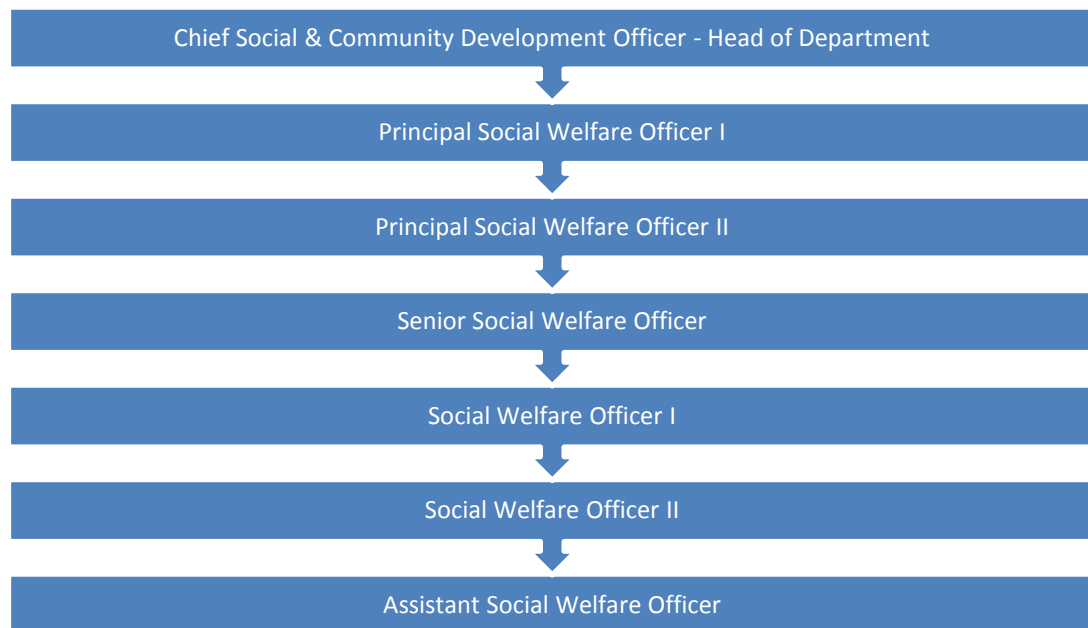


Figure 1.1 Hierarchical structure of social workers (adapted from social work leaflet)

To be actively involved in the different societies in Botswana, social workers need to understand the culture of the particular community they are serving: as explained, Botswana has a diversified culture. In order for social workers to assist or identify the problems and needs of the communities they are serving, they need to understand the values, norms and social relationships of the people of Botswana in their different tribes.

1.8 Social work as a profession in Botswana

In order to understand social work education in Botswana, it is important to place it within the wider history of the profession in the country. The social work profession is young in Botswana. During my enquiry into the social work department at the University of Botswana, my contacts in the department informed me that there is little documented history of the social work profession in Botswana. Ferguson-Brown (1996) provides a historical account of community development and social welfare services in Botswana. She explains that before independence there was only

one position – that of social welfare officer – which was placed under the Department of Education from 1946 until 1964. Duties and roles of these officers were defined by the British government and they did not include any duties in relation to community development. Wass (1972:113) explains that the duties of the social welfare officer were:

Scouting and guiding; adult and audio visual education; cases of indigence; Bechuanaland Soldiers Benefit Fund; assistance in presentation of government point of view to the African; assistance in relationship with the press; contribution of articles to the press (cited in Ferguson-Brown, 1996).

Ferguson-Brown (1996) citing Ramchandani (1970) goes on to explain that:

Community Development became a growth area of social work. Published in the month of independence, the first Botswana development plan, the Transitional plan, acknowledged the importance of Community Development in Botswana and made a commitment to expanding the recently formed Community Development Department established under the ministry of Local Government and Lands. (p.70)

The account goes on to explain that by 1971 there were 60 community development assistants and 13 assistant community development officers who were trained in Tanzania and Zambia. Community development assistants were basic appointments of untrained and inexperienced staff. By 1973 the Community Development Section had an operational component of 36 field officers, based in villages with populations of less than 6,000. Advisory sections were also set up for women's activities, social welfare, home economics and youth activities. The social welfare unit was to advise and assist in general casework, destitution, child welfare, industrial and hospital work, prisons and probation. A one-year certificate course was set up at the Botswana College of Agriculture (Ferguson-Brown 1996).

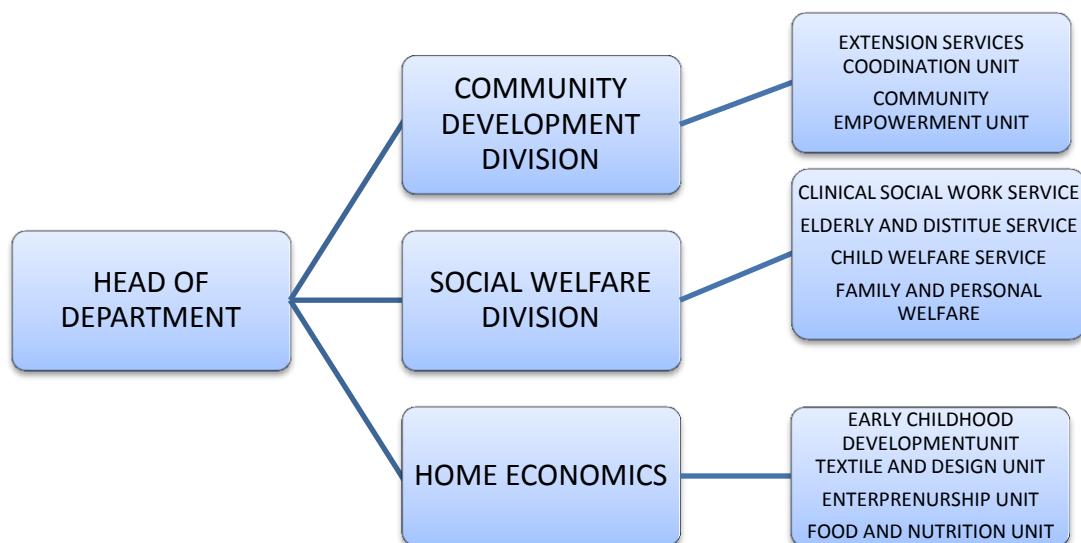
A certificate programme in community development was started at the Botswana College of Agriculture in 1971. It was later transferred to the University of Botswana in 1985 offering a certificate in social work. The diploma and degree programmes were started in 1985 and 1986 respectively. Tummala (2000) explains that certificate graduates work as assistant social workers and they are seen as para-professionals, while the diploma and degree holders are seen as professionals.

Osei-Hwedie, Ntseane and Jacques (2006) conceptualise social work in Botswana well as:

a community-based practice grounded on social justice and provided by professionals working with vulnerable people to: reduce risk and enhance their lives; prevent social dysfunctioning and situations which are threatening to the social order; promote healthy development for communities; organizations and individuals; enhance the provision and effective management of progressive services to those in need; and promote social justice, human rights, and mutual responsibility. (p.572)

Although these authors describe the ideal world of social work, what follows is the description of what social workers did or do in practice. By the 1985 National development plan (1985–1991), four fields of activity were merged as areas of activity in Social and Community Development (S&CD) and for specialist appointments at district level. These were community development, social welfare, home economics and youth. Problems of destitution came under the responsibility of the social welfare officer and a national policy on destitution was drawn up in 1980. Support was customarily given in kind, food, candles, soap or valid vouchers from distribution points could also be approved (Ferguson-Brown 1996). At present social welfare officers provide services that are provided by different sub units within the department as illustrated in the figure in the next page. For example; the Community

Development Division is responsible for community education, conducts needs assessment, project planning and management, and community mobilizations as well as capacity building. In addition there is Community economic empowerment that provides empowerment education and job marketing skills. The second unit is the Social Welfare division, which provides casework management, welfare support and psycho-social support. The other unit is the clinical social work services unit, which is responsible for community home-based care, provision of ARV services, rehabilitation of people with disabilities and psychological support. Thirdly the child welfare services unit, which takes care of child welfare and protection, case work management and juvenile probation and after care services. And the family and personal welfare services unit, which takes care of marital cases, custody and adoption and foster services children benefits and needy student benefits. Home economics Division provides services such as early childhood nutrition, design and product development, arts and crafts food production and distribution (SEDC leaflet).



1.2 Units and sub-units in social work department Adapted from Social work leaflet.

The current official view of social work in the country is that of a community-based practice by professionals working with people who are vulnerable and at risk to reduce the risks and enhance their lives, to prevent social dysfunction and to ameliorate situations which are threatening to people and the social order, to promote healthy development for communities, organisations and individuals; to promote the provision and effective management of progressive services to those in need, and to promote social justice, human rights and mutual responsibility (Department of social work, n.d).

1.8.1 History of the social work course at the University of Botswana

Tummala (1995) informs us that when the social work course started, the training was biased towards casework and individual counselling because the educators were from North America and Europe so their models influenced the practice and training in Botswana. The educators in Botswana were concerned and called for a localised curriculum that would address the needs and problems of Botswana; that is, teaching the content that is relevant to the Botswana context. Tummala (1995) goes on to explain that the Department of social work in the University of Botswana identified themes that address the needs and problems of Botswana.

The certificate course covers methods of social work practice, psychological process of human growth and development, fields of social work practice in Botswana, communication skills, and the cultural context of social work practice.

Diploma students study the following: social services in Botswana, human growth and behaviour, interpersonal communication skills, social work with families and individuals, supervision in the social services, social policy and administration, selected issues in social work practice in Botswana, modern social problems, and social work with communities and groups.

Courses offered in the Bachelor of social work programme include social work practice, interpersonal communication skills, psychology for social workers, modern social problems, management and supervision, research for social workers, social policy and planning for the social service. These are supported by other courses from other disciplines in the social sciences such as law, sociology, psychology, economics, demography, and political and administrative studies (Department of social work, n. d). Fieldwork is an important component of all the three programmes.

The Bachelor of social work (BSW) programme has been continuously developed since the 2001/2002 academic year to ensure it is providing relevant and appropriate content. Areas covered include oral communication, reflective practice, helping in communities, theory and social work practice, fieldwork practice, culture and social work, counselling, integrative fieldwork practice, and topical issues. The programme focuses on the ‘social’ as the means through which society improves its quality of life (Osei-Hwedie, et al, 2006).

1.8.2 Social work course at the University of Botswana

The normal minimum requirement for the Diploma in Social Work at the University of Botswana is a BGCSE (equivalent to GCSE) in the UK, with credits in English, or a Certificate in Social Work from the University of Botswana or equivalent qualification for those who studied at the Agricultural College. For the Degree in

social work, the normal minimum requirement is a credit in mathematics as well as the other subjects mentioned above. At level one, students can take Reading and Writing in Social Work, which is worth 2 credits, as the two communication skills courses provided by the CSSU while other courses are worth 3 credits. There is also a course called Orientation to Fieldwork that is worth 1 credit.

In the Department of social work, priority is given to fieldwork and students are able to come into contact with real-life situations during a term in the field. The diploma internship takes 12 weeks at the end of their first year, while for the Bachelor of social work; the internship takes 9 weeks and the students practice twice, once at the end of the second year and once at the end of the third year. During the fieldwork, students consult clients and write reports about these clients for the agents that they serve. One of the focuses of the current study is on the experiences of the agency writing by the students during placement and the reports that the students write at the end of their fieldwork as a requirement of the department and as part of their assessment. The problems they encounter in the production of the day-to-day written documents will also be explored.

1.9 Conclusion

In summary, this study has been motivated by areas of my professional life as a lecturer in ESP that have fascinated and concerned me. There is an urgent need to explore the lack of transferability of communication skills taught as evidenced by various employers and lecturers at the University of Botswana.

The social work profession is young in Botswana; there is little documented history of the social work profession. Even at the university, the Department of Social Work

was established only in the 1980s following a transfer from Botswana College of Agriculture.

Lack of writing skills for social work students is a global concern as there have been attempts by western researchers to understand how students can be assisted. Yet to date, there has been no research on professional writing and language use by Botswana social workers. One of the contributing factors to the situation in Botswana is the use of Setswana as an official language as well as the language for pride and identity, whereas English is only used for communicating official documents.

This study examines documents written by professional social workers in Botswana in order to identify the types of genres used by professionals and the documents written by University of Botswana social work students during their internships. The study aims to contribute to an improved understanding of writing of professionals in Botswana and students on fieldwork placements.

Both social work professionals and the University of Botswana will benefit from this study. Professional supervisors will be in a better position to understand students' writing skills while the CSSU will be influenced to change their pedagogic strategies.

1.10 Overview of the thesis

The thesis is organised into eight chapters including the current one, Firstly, I will introduce the study to the reader then describe how the thesis will be structured.

In chapter one, the motivation for the study, the contextual background to the study, the significance of the study, the research questions, and a brief history of the social

work profession in Botswana and the social work course at the University of Botswana have been presented.

In chapter two, the concept of genre and discourse community and the situated learning and community of practice as well as their relevance to this study are discussed in this chapter. I also discuss a comprehensive review of literature on professional writing and the genre theory, the review of approaches to genre analysis and their relevance to this study are discussed. I have also discussed general issues with teaching professional writing in academic settings, different views on teaching professional writing in academic settings.

Chapter three discusses the research questions in more detail and outlines the research paradigm, justification of the research methodology, description of the participants, procedures for collecting textual data, accessing participants for interviews and analytical tools for the data. These are followed by the evaluation of the research methods.

Chapter four is the presentation and analysis of the findings of the first set of findings from the study: description of case registers, home visit reports, destitution policy and destitution case reports written by professional social workers as well as their experiences in producing such documents.

In chapter five, I present the second set of findings based on the fieldwork placement reports written by University of Botswana students and the context as well as the experiences of the students during their fieldwork placement.

Chapter six views the similarities and differences of the genres produced by the professionals and the students, and the experiences of the two groups in producing the genres analysed in this study.

Chapter seven presents a proposal for effective pedagogic approaches that enable social work instructors and fieldwork supervisors to help students improve their writing during professional training.

Chapter eight presents conclusions for the thesis which covers, summary of the study, the implications and recommendations for future research.

CHAPTER TWO: REVIEW OF LITERATURE

2.1 Introduction

The chapter is divided into four main themes which are Participants (discourse community and community of practice), professional communication, and views about teaching professional communication, genre theories and genre pedagogies.

I will first offer a discussion of the concepts of genre and discourse community as well as community of practice as they relate to professional writing by social workers in Botswana, and academic and semi-professional writing by undergraduate social work students in the University of Botswana, professional discourse, research into social worker's language needs, and research into the writing of student social workers.

This chapter will also discuss issues with teaching professional writing in academic settings, different views on teaching professional writing in academic settings, In section 2.5, I will discuss genre theory and traditions of genre analysis in turns, which are the Systemic functional linguistics, the English for Specific Purposes and the New Rhetoric, paying particular attention to the genre theories that I have chosen to guide this study and justifying my choice. Genre approach to teaching professional writing in academic settings has also been discussed. I will also briefly touch on the contributions of an academic literacies perspective, and a situated learning approach.

This chapter covers a general literature review which will provide a conceptual background for my study.

2.2 Participants

2.2.1 Discourse community and its relevance to the current study

It is important to start by describing discourse communities in order to describe the participants and its relevance to the study. The term Discourse Community is strongly associated with the work of Swales. Swales (1990) defines discourse communities as “sociorhetorical networks that form in order to work towards sets of common goals” (p.9). Ramanathan and Kaplan (2000) concur that “A disciplinary discourse community is very much a social structure with its own built-in system of rules and (social) practices that keep certain genres in circulation” (p.175).

As an example of a discourse community, Swales described the activities and features of an association that he belonged to: the Hong Kong Study Circle, a group that was interested in the postage stamps of Hong Kong. The concept of discourse community in this sense is built around membership.

The concept of discourse community has been used, in previous research, to describe both professional and academic communities.

Academic disciplines are often called discourse communities in research into academic discourse (Woodward-Kron, 2004). Woodward-Kron goes on to explain that “The term discourse community foregrounds the linguistic and contextual dimensions of disciplinary knowledge...While members may have shared beliefs, academic discourse communities are unlikely to be homogenous sites of consensus” (p.141).

In her study Woodward-Kron (2004) combined linguistic analysis and interviews analysis to explore the relevance of discourse community and apprenticeship when

considering the writing of teacher trainees at one Australian university. The analytical framework was influenced by Systemic functional linguistics. The interview findings suggest that “the students do not seem to have any intangible sense of the disciplinary context as a dynamic social environment, in which negotiating meanings is an intrinsic discursive practice and that disciplinary knowledge is contested and contestable knowledge” (p158).

One of the implications for this study as suggested by Woodward-Kron (2004) is that “the concept of discourse community and apprenticeship provide a rich contextual framework for researching the social practices that shape students’ writing in disciplinary contexts”(pp158-9). Although Woodward-Kron was studying teacher trainees this study focuses on social work students.

Ledwell-Brown (2000) conducted a study on health care workers in a large pharmaceutical company as a discourse community; the research was designed to understand the organizations expectations for writing within the framework of its beliefs, goals and values. The study revealed that newcomers need to learn a great deal about the organization, but the managers were not prepared to assist as they felt that their responsibilities do not include teaching.

I will now consider how professional social workers and social work students might be considered as ‘discourse communities’ and how the documents they write might be shaped by their communicative purpose. It should be noted that in these communities genres do not only help members of the discourse community to accomplish their goals but they also help new members to acquire and become acquainted into the discourse community’s shared goals, an issue which will be explored in this study. Dudley-Evans and St John (1988) argue that, the main

benefit of genre is the capability to link textual findings to qualities of the discourse community that is working with the genre. The next section explores how social workers meet Swales criteria for a discourse community.

2.2.2 Social work as a discourse community

The concept of a discourse community works well to describe professional social workers. Social workers are people who work with individuals and families to help improve outcomes in their lives on a daily basis; they help people to solve their problems by the use of different skills. Social workers support people, they act as advocates and direct people to the services they may require. Their approach integrates various models and theories to help understand the client's situation and uses an eclectic mix of interventions and techniques.

The common public goals of professional social workers in Botswana are stated in their mission statement quoted below:-

We exist to provide effective and efficient basic social services, local governance and development projects through stakeholder participation. This will be achieved through the use of resourced and motivated professional staff in order to improve the standards of living and satisfy the community and stakeholders.
(From a notice in office in the council)

Due to the nature of their work, social workers fit the description of a discourse community. They need to have language skills for their varied tasks such as: counselling, conducting interviews and writing reports to feedback on their sessions with their clients. The point can be made more clearly by describing how social workers in a particular location, such as Botswana, are a discourse community as defined by Swales (1990). In making this argument I draw upon Tummala (1995) and other sources whose research describe social work practice in Botswana.

In the following section I am working with Swales' points from the definition of discourse community to describe social workers in Botswana.

1. *"A discourse community has a broadly agreed set of common public goals"*.

Social workers are people who work with individuals. Tummala (1995), describing social workers in Botswana, states that;

Social work is thus seen as a profession devoted to helping people to help themselves. It is concerned with the promotion of social justice; equality and alleviation of human suffering; well-being of people and the systems within which they are functioning and strengthening the coping capacities of people to changing environmental situations. (p.54)

The roles stated above show the goals of social workers in Botswana. In that context social workers do not specialise in a specific area, and they are called generalist social workers. This differs to the UK where there are specialisations such as working in care homes or schools.

2. *"A discourse community has a mechanism of intercommunication among its members"*. There are different ways in which social workers in Africa meet and talk about issues concerning their profession. These include the University of Botswana Social Work Society and journals that the social workers are encouraged to contribute to. Mwansa (2011) describes different social work organizations in Africa, dedicated to specific issues. The different associations formed in Africa share the same consensus that social work should be localised and serve the needs of the African population.

3. *"A discourse community uses its participatory mechanisms primarily to provide information and feedback"*. Social workers meet regularly to discuss issues affecting or concerning their profession and, as Tummala (1995) and Mwansa (2011) explain,

such meetings and their associated documentation can be used for purposes of exchanging information and giving feedback on the success of various initiatives.

4. *“A discourse community utilizes and hence possesses one or more genres in the communicative furtherance of its aims”*. The notion of genre will be crucial in investigating the writing of professional social workers. Social workers interact with different groups of people, from judges to lay people and this enables them to use different genres as they communicate with different members of the society. They produce different genres depending on the different contexts that they work in.

5. *“In addition to owning genres, a discourse community has acquired some specific lexis”*. They have sets of words that they use in their different contexts. Tummala (1995) explains that Social workers have to interpret difficult terms or simplify language for their clients to understand. In Botswana, social workers are faced with challenges of localising their profession in order to acquire some specific locally specific lexis instead of only borrowing language derived from western approaches. Mwansa (2011) suggests that “To achieve this, social work has to be redefined to adequately engage socio-economic and political issues confronting African societies” (p.11). This will be discussed further in the case reports written by both professionals and students.

6. *“A discourse community has a threshold level of members with a suitable degree of relevant content and discursal expertise”*. There are different members in social work, from lecturers in the university to students who are training to be social workers and those who are professionally qualified. Mwansa (2011) is concerned that social work positions that require social work qualifications in different government offices are filled by non- social workers because of the wrong concept

that any person can practise social work. This poses a challenge to social workers as a discourse community because the values and principles of the social work community are betrayed.

2.2.3 Social work students as a discourse community

It is less clear how the concept of discourse community relates to social work students. On the one hand they could be considered simply as novice members of the social work discourse community, who have to learn the conventions of the potential agencies they are going to serve. In this sense, the points above about professional social workers as a discourse community also apply to the students, with the provision that students can only be considered novice members.

However, to limit ourselves to that approach would be overly simplistic in the Botswana context. Some of the social work students in this study have worked as social workers before, and have returned to university to acquire a qualification which was not required at the time they started practising.

One also has to consider that students have a position in the university community. The university department of social work claims a position in the wider social work discourse community, as is indicated by their mission statement below.

The Department of Social Work promotes the social welfare and development of people, especially in Botswana, by providing education and undertaking research and community service that sensitise students and human social services providers to undesirable social and environmental situations, and helping them to prevent and ameliorate these situations. In particular, the Department stresses those situations that negatively affect communities that are culturally, socially, economically and politically marginalised and at risk, using the paradigm of community as its guiding precept. (Fieldwork Manual p.4)

However, as a university department, it also has purposes of its own – to do with academic socialisation and the promotion of disciplinary knowledge – which may or may not match well with the purposes of the social work profession.

I will therefore go through Swales' criteria for a discourse community again, but this time the community I have in mind will be the university department of social work.

1. *"A discourse community has a broadly agreed set of common public goals"*. The university has the public goal of educating social workers to given professional and academic standards, and of certifying their progress by means of awarding qualifications. This connects with the broader educational mission of the university, and students who enter the social work department also connect with the expectations and conventions of the university as an institution. They are learning, not merely to be social workers, but to be qualified social workers – and their teachers are leading them towards this goal.

2. *"A discourse community has a mechanism of intercommunication among its members"*. The students have the opportunity to participate in some of the communication mechanisms which are available to professional social workers, discussed above. They also participate in mechanisms which are specific to the university department, such as classes, seminars, and conferences. Whilst these students are still training they take internships where they work face to face with the clients in order to acquire the mechanisms of intercommunications. They will be expected to work like professionals for example; by attending conferences, participating in hearings when they are allowed to.

3. *"A discourse community uses its participatory mechanisms primarily to provide information and feedback"*. In a university setting, students receive constant

information in the form of lecture input, and they also receive regular feedback on work such as assignments or presentations. This criterion is particularly strong in a university discourse community.

4. *“A discourse community utilizes and hence possesses one or more genres in the communicative furtherance of its aims”*. The university department uses all the genres that we would typically associate with a university, whether spoken (lectures etc.) or written (assignments etc.). Students need to learn to become competent in these genres, and it is important to note that experienced social workers would not necessarily be at a huge advantage. Some of the academic genres simulate professional genres, but the criteria for assessment of adequacy reflect the values of the university community as well as the professional community.

5. *“In addition to owning genres, a discourse community has acquired some specific lexis”*. During their studies students have the opportunity to acquire some lexis specific to the social work field, and they may also need to acquire lexis specific to the ‘academic writing’ privileged at university.

6. *“A discourse community has a threshold level of members with a suitable degree of relevant content and discursal expertise”*. For the professional community, students are members as trainees – they do not yet have the right qualifications for expert membership. As members in the university community, they may be seen as on a continuum from novice students to expert students. As far as the university community is concerned, members gain the status of expert when they successfully achieve a degree.

The above discussion suggests that the concept of discourse community, for students, can be applied either to their place in the professional community or to their place in

the university community, but it is less effective as a way to explain how students might deepen their membership of the professional community. A lot of research into how students learn the practice of their fields is through apprenticeship, where students have to be attached to mentors or old timers in order to learn conventions of their new discourse community (Woodward –Kron, 2004).

This process is described by Lave and Wenger (1991) as ‘legitimate peripheral participation’ and the next section will discuss the notion of Communities of Practice as potentially explanatory of the way social work students’ progress to becoming qualified and competent social workers.

2.2.4 Community of practice as a framework for the study

Lave and Wenger (1991) first used the term community of practice to describe learning through practice and participation which they called situated learning. They studied how apprenticeships helped people learn. Communities of practice (CoP) according to Wenger (2006) “are formed by people who engage in a process of collective learning in a shared domain of human endeavour: a group of engineers working on similar problems, a clique of pupils defining their identity in the school...” (p.1). A community of practice can be a group of people who share an interest, a craft or a profession.

Communities of practice have three crucial characteristics: the domain, the community and the practice. A domain of knowledge generates common ground, encourages members to participate, guides their learning and gives meaning to their actions. Community creates the social structure for that learning. A strong community fosters interactions and encourages a willingness to share ideas. The

practice is the specific focus around which the community develops, shares and maintains its core of knowledge.

Situated learning takes place through a process called legitimate peripheral participation. Lave and Wenger (1991) define legitimate peripheral participation as a process where “learners inevitably participate in communities of practitioners and that the mastery of knowledge and skill requires newcomers to move toward full participation in the socio-cultural practices of a community” (p.29). In this process there is a relationship between members of the community of practice referred to as ‘old timers’ by Lave and Wenger and the ‘new comers’ and about identities, activities, artefacts, and communities of knowledge and practice. (Lave and Wenger, 1991).

Based on the three characteristics of communities of practice, social workers fit the description of the characteristics. As community of practice they are concerned with the welfare of the community they serve. They advocate for their clients and they link the communities with resources. They are capable of orientating novice members or students who are attached to their offices. They are in a better position to pass on necessary skills to new comers.

Students on placement or internship act as peripheral participants in the social work community of practice. They share information amongst themselves as students and learn best practices from their hosting supervisors who will provide them with support during the nine to twelve weeks of attachment. Legitimate peripheral participation is associated with apprenticeship where students or learners have to be attached to a community of practice to acquire relevant skills. Freedman and Adam (1996) used the terms ‘facilitated performance’ and ‘attenuated authentic

participation’ to distinguish the kinds of situated learning they observed on how students learn the university and workplace writing.

Students learn from communities of practice through fieldwork, where they are assigned social work supervisors to train them during their internship. Apprenticeship fits social work students clearly as the students are learning writing and other social work roles at the same time. Paré (2000) who adopted the term from Freedman and Adam describes the “typical attenuated authentic participation” for social work students as co-interviewing clients with supervisors, interviewing one member of a client family, contributing to meetings by offering assessments of clients or recommending interventions.

With relevance to an educational setting Freedman and Adam (2000) use the term ‘facilitated performance’ and ‘attenuated authentic participation’ to differentiate between the two kinds of situated learning that they have observed that is the students on internship and university students. They observed students, who were on their internship in government agencies over the course of at least one semester, and they also observed students who were responding to case studies in the university. They found that facilitated performance (university writing) and attenuated authentic participation (writing in agencies) are different. They argue that in the university the students are learning while at the workplace they are performing institutional tasks. Therefore in the university the tasks are guided by context and the tasks are simplified while at the workplace the interns are improvising quality of learning occasions. The roles of learners in the university are static and fixed while in the workplace they are shifting and multiple and the evaluation of the texts for university is determined by the lecturer’s grade while at the workplace it is determined by rhetorical success. Lastly, in the university most guidance takes place before the text

is complete while at the workplace most guidance takes place through extensive collaboration after drafts are complete (Freedman and Adam, 2000).

Based on the discussion above, I agree with Freedman and Adam as they are using the terms in a context that is similar to the context of this study. Facilitated performance and attenuated authentic participation are relevant to the situation of the social work students in this study. The students learn through doing and through social activity by engaging in communities of practice.

To understand how individuals learn genres, we need to direct our attention to the participants and the situations. Students learning in a particular professional situation make them members of a community of practice. Artemeva (2009) states that “A growing sense of a novice as a competent professional, that is, the development of her professional identity, contributes to her ability to act as an expert and enhances her capacity to learn in the workplace” (p.162).

This study has been influenced by studies that used communities of practice as their framework. For example, one of the studies that contributed to this project is by Paré (2000) who conducted a study on how social work students as members of community of practice learn during their internship. He explains that students are given chance to observe what is taking place in their workplace, in this case the hospital, after observation they are now given clients to work with. In this case, the learning process is acquired by exposing students to real work expected in their community. Paré (2000) explains that old timers help new comers or students to participate using knowledge that they have gained from school. In this study, Pare argues that if students are engaged in the production of institutional texts, they learn the discourses of the institutions.

The students in this study were given chance to observe what is taking place in their agencies before they could actually be involved in the day to day activities. For example they sat in staff meetings, observed professionals conduct interviews and accompanied supervisors into wards. After observing students were then given chance to perform actual workplace tasks such as co-interviewing clients with supervisors. During the last stage students conduct interviews or other activities on their own (Pare, 2000).

Pare (2000) concludes by stating that “As a writing teacher, I am puzzled by how we can prepare students for this experience since linguistic market places are local, contingent, and ever changing” (p163). Ways in which students can be prepared for such experiences are proposed in chapter seven.

Forster and Rehner (2008) explain that it is crucial to expose students to real social work experiences through supervised fieldwork. The exposure is beneficial to students as they gain experience. This supports Lave and Wenger’s idea of legitimate peripheral participation. Foster and Rehner (2008) explain that;

In FNP placement students are immersed in a community context characterized by high rates of poverty, crime, family disruption, poor housing stock, minimal public services such as transportation, and a general paucity of resources contributing to a satisfying quality of life. ...the community may be considered a virtual social justice learning laboratory for social work students. (p.39)

Exposing students to these experiences and letting them work in the ‘laboratory’ as suggested by authors above, transforms students into professionals as stated by Lave and Wenger that they master knowledge and skills and gradually move towards full participation in their cultural practices of a community.

After discussing how professionals and students fit in their discourse communities and communities of practice, I will now discuss research into professional communication in order to find out what they do in their communities of practice or as discourse communities.

2.3 Professional communication

2.3.1 Overview of research into professional writing

It is important to study professional discourse because it plays a great role in professional society. It is a form of communication that links organizations in the professional world as well as being a form of communication that links professional organizations with the wider society of which they are a part. Social workers have to communicate with their clients, and they often have to work in multidisciplinary teams with different professionals, they communicate with different officers in different departments and even government officials. For example, one of the tasks they do is sitting in a board of child adoption hearing where they might interact with nurses, lawyer and magistrates. They prepare reports for legal action and give evidence in court. They conduct interviews with service users and write assessment reports based on these. In Botswana, such reports are written in English.

In recent years an increasing number of studies related to workplace English has been conducted in the field of applied linguistics. Bhatia (1993) looked at sales promotion letters to explore how business people persuaded customers to buy their products, Swales (2000) feels that it is still rather limited compared to many other well researched applied linguistic areas of study, but even so a number of studies can be mentioned. Pintos Dos Santos (2000) looked at 117 business letters written by European companies to have their products represented by a Brazilian company.

Henry and Roseberry (2001) researched letters of application where they were looking at how applicants present themselves in order to get a job, Forey (2004) in the article examining the meanings of workplace texts for teachers and business people, found that there is a mismatch between what teachers/trainers are trying to teach and language business people identify with. Gimenez (2006) looked at embedded business e-mails in order to explore the changes in international business communication represented in the textual features of e-mails. I consider these studies in more details in section 2.5.3.

2.3.2 The nature of Professional discourse

A comprehensive definition of professional discourse is provided in Gunnarson (2009). Gunnarson (2009) explains that “professional discourse includes written texts produced by professionals and intended for other professionals with the same or different expertise, for semi-professionals i.e. learners, or for non-professionals, i.e. lay people” (p.4). Gunnarsson (2009) distinguishes a set of features which characterise professional discourse as distinct from non-professional discourse. I will now take each of the features which Gunnarson puts forward – highlighted in bold – and explain them in detail, using references from wider literature and examples from the situation of social workers.

•**Expert discourse related to different domains.** The language and discourse used by professionals within their field illustrates their knowledge and skills in the area and differentiates them from other fields. That is, members of different discourse communities have different ways of communication in their special fields. For example police officers and social workers will treat a case similarly but will use different terms in some issues. For example: Sarangi (1998) in the article exploring how social workers construct cases, examines how social workers and other

professionals interpret a case and how “they legitimize their action in a network of interprofessional communication” (p.247). He concludes that “interprofessional alliance is not so much about giving in, but to safeguard individual professional space/authority” (p.265).

•**Goal oriented, situated discourse.** Professional discourse is goal oriented and the professional environment is held together by a set of common goals, often specified in documents. Professional organisations often state their goals in their mission and vision statements. There are different contexts in which professional discourse can take place, and this affects the enactment of the goals.

•**Conventionalized form of discourse:** The conventions of a certain group distinguish it from other groups. For example; Flowerdew and Wan (2010) in their research on Hong Kong audit reports, found that “the auditors ... use a lot of accounting jargon in their conversations, which is always in English.”, and that “the auditors use very formulaic and standardized templates for the audit reports” (p.89). Schryer and Spoel (2005) suggest that repeated use of conventionalised forms of discourse can have an effect on professional identity formation: “The connection between genres and professional identity formation seems clear, especially if genres are seen as symbolic structure or tools” (p.259). Social workers need a form of discourse which enables them to display professional competence that distinguishes them from non-professionals, whether they are interacting with other professionals or with clients.

•**Discourse in a socially ordered group:** There are certain social structures in a workplace unit; professional discourse is the result of collaboration between professionals in different working groups. There has to be cooperation and

collaboration for an easy flow of communication in a working environment. Communicative practices contribute to unification of workplaces. They hold workplaces together (Sarangi and Roberts, 1999). This is a key idea for the current research, which aims to uncover some of the communicative practices of social workers in Botswana.

•**Discourse dependent on various societal framework systems:** Gunnarsson (2009) identifies four framework systems on which professional discourse depends. First is the legal-political framework; this refers to rules and regulations that are drawn to guide how members of the working group should conduct themselves and includes contracts and handling confidential records. Second is, the technical economical framework: technological advances are important for the development of organizations, partly because they affect the communication mechanisms available. The third framework is the socio-cultural framework, where attitudes and social values have to be observed for communication purposes in organizations. Lastly is the linguistic framework, the language of the workplace. This is partly to do with discourse conventions as discussed above, but in Botswana social work, there is also a more obvious linguistic issue: social workers might use Setswana to interview or consult their clients and write reports of these interviews in English, the official language.

•**Dynamically changing discourse:** genres are dynamic and not static as Schryer and Spoel (2005:259) concur that genres as representation constructions, convey social and textual meanings that are formed by past members and passed on to current ones to use and this shows how dynamic genres are and that those who are using these genres can never expect same formats from the genres they are currently using.

The conceptualisation of professional discourse discussed above is relevant to this study by providing different contexts in which professional genres occur and the discourse conventions of particular discourse communities.

2.3.3 Research into social work writing

Writing is a fundamental part of the social work profession. Social workers need to produce effective documents that are clear, consistent and plausible. Unlike other professions, social work writing is not directed to a single institution or to a fixed institution, but to professionals in different government departments or to professionals in different fields who have their own or at times conflicting demands. Hall, Sarangi and Slembrouck (1999:539) explain that in organizations which deal with people “e.g. social welfare offices, police stations, court rooms, health care centres” there is need to write accounts. They go on to cite examples of how social workers can produce their accounts, during case conferences, writing case reports and during consultation with clients. Sarangi (1998) differentiates two types of inter-professional communication where in the first type it is communication amongst professionals within the same profession and the other one is communication across professional boundaries such as social workers, police and doctors. During these communications social workers have to write reports that are effective for these audiences.

The idea is also important for social work in Botswana, where social workers are placed in different agencies such as hospitals, council offices and non-governmental organisations providing social welfare services around the country. In other words, there has to be written reports about consultations, visits and all assistance provided to clients. Social workers write for multiple audiences and purposes. Writing is a key part of professional life for social workers, Simon and Soven (1990:47) explain that

social workers are accountable for their clients, supervisors and different stake holders therefore they have to write “complete records, reports, grant applications, and planning documents” these documents have to be very clear as they are representing the social work profession.

An awareness of the importance of writing in social work has led some researchers to focus on its quality. In their UK research on Writing as social work practice (2012) Rai and Lillis explain that in social work practice writing is perceived as challenging because social workers are reported to be lacking basic writing skills in case notes as well as report writing which are regarded as been of variable standard. They came up with suggestion or ways of improving social work writing in the United Kingdom.

Other researchers have investigated specific aspects of social work writing. Hawkins et al. (2001) who were researching on how social workers use language for social justice found that social workers use very little social justice terminology. They argue that social justice language has characterized social work in the past but now this is changing which may be detrimental for the profession. They feel that “there is need to examine the current language, to consciously use social justice terminology where appropriate, or to coin new socially just terms to suit the purposes” (p.11).

Gregory and Holloway (2005) discussed the development of social work language throughout history in the UK. For example during industrialization when charity organizations developed to help reform individuals who were affected by poverty, immorality, drunkenness and crime, a discourse of personal reform was prominent. Then they described ‘clinical mode’ which is situated within the post second world war period where they state “the social work task is therefore a clinical one, to diagnose and to treat, to enable the client to return to society’s fold” (p.42). They

give another example where they state that “From the White and Green papers which preceded the 1991 Criminal justice Act, there has been an inundation of punitive terminology into the professional arena, flushing out the former language of social work and rehabilitation” (p.47).

Paré and Smart (1994) looked at a predisposition report written by a social worker, which was used to report to a judge on sentencing a teenager found guilty of a criminal offence. They found out that repeated patterns in structure, rhetorical moves and style of texts are the most readily observable aspects of genre. The report was structured according to printed guidelines that provide a broad schema for the report. They state that there are generic restrictions on the type of evidence social workers can employ. They concluded that the roles related to a given genre are defined within certain parameters, such as responsibilities, levels of relative power and influence, division of labour, channel of and access to information, and the obligation and freedom to report. These generic characteristics of role and relationship determine what can and cannot be done and said by particular individuals, as well as when, how, where and to whom.

Ames (1999) looks at case reports as examples of the accountability documents written by social workers. Case records as explained by Ames (1999) “Document who did what and why they did it” She goes on to explain that decisions for permitting or denying benefits are based on case records, these records provide different types of accountability to the client such as clinical, legal and ethical accountability. The case records as described above have to be written in narrative form as they have to explain what the social worker has done for the client as well as the reasons for the decision taken.

Narratives are commonly used in social work: as described above case reports are written in narrative form. Ames (1999:279) lists the different uses of reports written by social workers as assessment, they diagnose client's problems, plan for treatment, they also observe/scrutinize the services to clients, they can also be used as legal documents. They are used to ensure that the client receives proper services, they are also used as records for the office. Fook (2002) describes a narrative as "at its simplest a story which performs social functions" (p.132). This form of genre is relevant in social work because social workers have to relate their contexts in a story line form that is narrating the story of the client. They have to have control of their stories in the sense that the story reflects what the client reported.

Hall et al. (1997) looked at moral construction in social work narrative, and explained its relevance to accountability: accounting practices are significant in social work discourse as they help social workers explain or identify problems of their clients which is very fundamental. Social workers have to use narratives as they have to retell stories they have observed over time and give explanations of what they have done. Hall et al, (1997) specifically focus on how social workers report events like a story of institutional facts about irresponsible parents.

Urek (2005) similarly looked at how social workers portray their characters in the narratives that they write. She explains that the effects of the stories can be either positive or negative depending on the case, and the report of the social worker can empower or disempower the clients.

Banks and Williams (2005) explored a number of accounts from social workers who were asked to describe ethical dilemmas and problems in their work. They conclude that social workers as practitioners when giving accounts of their actions, are

simultaneously enacting their own identities as capable ethical practitioners “as kinds of people who possess certain kinds of character traits and behave in certain kinds of ways” (p.1019).

As stated by Hall et al., above, when social workers retell their stories, they are representing the actions of others and have to make decisions that will not fail their profession.

2.3.4 Research into the language needs of ‘less linguistically proficient’ social workers

Engstrom et al. (2009) looked at the language used by social work students on field placement in the US who were working with limited English proficiency and recommend that language issues in field placement should be considered in the context of the entire social work curriculum.

Engstrom et al. (2009) when arguing for social work and language competencies acknowledge that there have been some efforts where public and private sector health care and social services seek to reduce cultural and communication barriers to quality care and to increase cultural competency and cross cultural education. Although the methods for collecting data for this study are different from my study, I am motivated by the arguments in this study as they are relevant to my context. They conclude by recommending that more research is needed in understanding the “Balance struck between highlighting language strengths of social work students and socializing them into professional social work practice” (p.221).

Rai and Lillis (2009) in a project funded by Practice-based Professional Learning Centre investigated the professional writing of Social workers in the United Kingdom. They used social work graduates as co-researchers helping them to learn

more from the data they were collecting. Though this research was on professional social workers who had just joined the service, they concluded that there is inadequate consideration given to helping student social workers to become self-assured writers who can use data to generate convincing and precise texts for the function they need. In teaching, the findings indicated that there is a need to review how practice writing is taught and how those who have qualified can be supported in their new field of work.

Carney and Koncel (1994) also found that social workers are faced with a variety of challenges that relate to writing. They found that social workers view writing as essential to their profession, yet many have difficulty meeting their professional writing demands. The social workers in their research stated that their challenges included working with confidential material, producing under tight time constraints and writing for multiple audiences. Kornbeck (2000) laments that, mostly, language issues in social work training are not well attended to. Similarly, Rumsey (2000) also shares her experiences when training experienced social workers in South Africa where she observes that professional's linguistic skills are not in focus. There has been comparatively little research on the language proficiency of social workers in Southern African countries including Botswana.

2.3.5 Research into the writing of student social workers – apprenticeship genres

Courses that teach professional communication in university simulate genres that students will be writing when they join the work force. There are different approaches that can be used to teach these genres. Some researchers call these genres 'hybrid genre' while others refer to them as apprenticeship genres. Spafford, Schryer, Mian and Lingard (2006) define apprenticeship genre as "hybrid genres that operate as both a school genre and a workplace genre" (p.122). They conclude that

apprenticeship genres simulate real professional situations and they suggest that school and workplace genres may not be 'worlds apart' as suggested by Dias et al. (1999).

Rai (2004) identified three forms of writing by social work students; one of them was the writing that students undertake whilst on practice placements, which was referred to as hybrid writing. She found that hybrid writing requires students to draw upon personal experiences which are not common in academic writing and this was a challenge to the students.

Nesi and Gardner (2012 chapter 6) looked at different types of genres which prepare students for professional practice, they state that in some cases students respond to assignment questions while in other cases students have to conduct a research to identify a problem. They observed that simulation dominates in a lot of these genres, Students may play the role of their profession when they write these genres or write reports on their own workplace experience where they can even write as if they are addressing a client or professional colleague in the real workplace. One of the genre types that they looked at is the case study genre family, they argue that case studies generally are about real life cases and they differ with Problem questions or design specifications because students have to reflect on the social or economic contexts in which the situation occurs.

In their research, Nesi and Gardner classified some of the genres they worked with as apprenticeship genres; they state that one of the genres that they have categorised as apprenticeship genres in the BAWE (British Academic Written English) corpus belong within the Case Study. They found that case studies are dealing with real life cases and the writers have to consider the contextual data. This has relevance to the

writing undertaken by social work students in Botswana as their case reports are also dealing with real life cases of their clients and will be discussed fully in chapter 5.

Rai (2004) carried out qualitative research on student social workers writing in the context of academic study and assessment in the U.K. She identified three types of writing: essays, documents that students write during placement and hybrid writing, the latter being the writing that draws together academic theories and reflections on their own practice like the internship reports.

Rai (2006) discusses reflective writing as a significant genre in social work education and state that it has been the foundation of social work education where the use of 'self' had to be understood and was essential to practical learning. Bolton (2010) explains that "reflective practice offers practical and theorised methods for understanding and grasping authority over actions, thoughts, feelings, beliefs, values and professional identity in professional, cultural and political contexts" (p.6). Reflective writing poses a problem to social work students who have to learn conventions of academic writing in order to transfer them to other disciplines. This will be discussed fully in the students' findings, chapter 5.

2.3.6 The need for professional writing instruction for social workers

Alter and Adkins (2001) give a detailed account of the importance of writing in social work and of the importance of social work students developing appropriate professional writing skills. They comment, for example, that social workers need to be able to clearly express the meaning of their professional judgements so that other officers can understand and implement them appropriately, to build persuasive arguments that convince law enforcement authorities, to be able to advocate for clients as well as to craft appeals to foundations and governmental departments and

write proposals that will result in funding for needed programmes. These needs or capabilities show the critical importance of the reports or documents written by social workers. Alter and Adkins (2001) explain that “It is not overtly dramatic to say that the lives of clients can be significantly diminished by social workers’ inability to write well, or significantly enhanced by strong writing proficiency in social workers” (p.497).

These concerns establish the need for professional writing instruction. Waller (2000) states that recognition of the importance of teaching writing as a mode of learning and as an elemental social work practice skill is an important issue for social work educators.

Despite recognition of the need for writing instruction, there is a general long standing concern that students in social work programmes are not being sufficiently prepared to write effectively. The quality of students writing is not influenced by the quantity of essays and reports that they write (Simon and Soven, 1990). As explained in chapter 1, there is a concern in Botswana about the writing skills of University of Botswana graduates, including social work students. This is not a concern specific just to Botswana only as Alter and Adkins (2001) in the US concur,

Along with many colleagues, we have wide-ranging concerns about the academic ability of social work students. These concerns include poor study habits, an inability to produce focused assignments, imprecise or unethical use of research data, and an unwillingness to take the time to perfect assignments. However, the most serious deficiency has been in our students’ declining ability to write. (p.493)

Horton and Diaz (2011) state that, in addition to problems identified by Alter and Adkins they have also noticed that social work students who speak English as a second or third language have problems with grammar, punctuation and usage errors.

They also raise a concern for social work students that these problems affect the meaning or value of students' assignments. This concern for language issues is also raised by Engstrom et al. (2009), who following a review of literature state that, language issues in social work field education are not well researched as there are very few studies addressing such issues. They suggest further research on understanding the balance struck between highlighting the students' language strengths and socializing them into professional social work practice. Simon and Soven (1990) in their study that was focusing on the teaching of writing in social work education in the US state that social work administrators and supervisors employing new social work graduates observed that the social work profession is affected by incompetent writers as other professions and the nation at large.

2.4 General issues with teaching professional writing in academic setting

A major issue for the teaching of professional writing, which has preoccupied many researchers, is the extent to which it is possible to teach professional communication outside of the local contexts in which it occurs; and particularly, the extent to which it is possible to teach it within the university (Johns, 2008). A wide range of research into the university to workplace transition was conducted and published in the 1990s to early 2000s.

2.4.1 Different views on teaching professional writing in academic settings

There are mixed views about how students can be helped to write in ways that will prepare them for the professional field. Some researchers (Anson and Forsberg, 1990, Dias and Paré, 2000, Freedman, Adam and Smart, 1994; Adam, 2000) discuss the

value of professional communication classrooms and question whether the students can transfer between genres taught in such classes to the workplace or to different contexts. Freedman et al. (1994) argue that “It is only through immersion in workplace contexts that writers can develop the practical knowledge... it is through immersion in school contexts that students acquire school genres even the rhetorically complicated genres involved in simulations” (p.222). They believe strongly that it is not possible to prepare students for the workplace solely through the university classroom but fieldwork placements must also be used to expose students to the real world of work. They illustrate how case-study writing, as an example of university writing that replicates workplace writing, offers insights into similarities and differences between university and workplace discourse. Dias and Paré (2000) argue that “School based simulations, no matter how detailed, cannot replace the workplace context, because what is learned in context is the context” (p.3).

Anson and Forsberg (1990) examined the transitions that writers make from university to workplace and how they adapt to the new and unfamiliar professional culture. The results showed frustrations as students adapted to their new working communities. As a result of their findings, they conclude that their research calls for a need for improvement of current teaching approaches in business and in education.

Rhetorical scholars such as (Freedman, Smart, Medway, Paré, Adam, 2000) have shown how students as newcomers to the workplace learn that workplace’s particular genres through participation in its activities. Following the views of these researchers, it is necessary to find relevant ways to help students who use English as a foreign language to prepare for workplace genres.

Dias, Freedman, Medway, and Paré (1999) explain the differences between writing in the university and writing in the workplace. They state that in the university students are writing individually for their lecturers, who are assessing whether the students have learnt what they have been taught. In the workplace writers can work together to prepare for complex and different audiences.

Freedman, et al, (1994) assert that school writing must remain different from workplace writing arguing that simulations cannot provide authentic genres. They conclude that exposure to relevant contexts that entail situated learning can enable learners to acquire appropriate genres. Nesi and Gardner (2012) also think that simulations of genres can create problems because the aims and characteristics of academic writing differ from those of professional writing.

In contrast, Blakeslee (2001), Schneider and Andre (2005) have different views from authors above. Blakeslee believes that the simulations of these genres help to prepare students for their future workplaces. In contrast with Freedman, Adam and Smart (1994) Blakeslee (2001) argues that the types of materials used by the two disagreeing groups are different, for example in Blakeslee research, client assignment that involved actual workplace projects were used while the other group just used case studies. Blakeslee argues that when students tackle assignments that are provided by clients, they are exposed to the culture of the workplace as well as given the chance to address different audiences. The suggestion is that the differences in these cases are opportunities to assess the effectiveness of teaching students professional genres.

Schneider and Andre (2005) conducted an exploratory study on students' perceptions about the university preparation for the workplace. Their study was on Management

students, Political science students and Communication studies students. Management and Political science students responded positively while communication studies responded negatively. The students who responded positively indicated that they were trained in their content courses and were given adequate practice as Schneider and Andre (2005) explain: students acknowledged that they acquired research and analytical skills from university education and this enabled them to write better reports that were expected in their workplace. In contrast, the communication studies students in this research explained that they were not given enough practice and did not take relevant courses that exposed them to the work experience. They state that “none of the Communication studies students we interviewed made a positive link between the analytical skills they had acquired in the content-area courses and the writing they had been required to do in the workplace” (p.204).

Adam (2000) argues that texts in schools and work respond to and operate within quite different constraints. University students write what they have learnt during lectures and discussions and refer to lecture notes and other text materials, while writing for the workplace is not based on prior utterances but provide links between policies and practices of the organization. Students in workplace settings have to work out solutions of what they are writing about without assistance or reference to previous lectures.

Rai (2004) carried out a qualitative investigation on student social workers’ writing in the context of academic study and assessment in the U.K. She identified three types of writing: essays, documents that students write during placement and hybrid writing, the latter being the writing that draws together academic theories and reflections on their own practice like the internship reports. She concludes that

students who were participating in this study felt that for them to participate fully in both ‘communities’ they needed, it is crucial to access writing skills for both the university and the workplace. Schneider and Andre (2005) concur that their findings suggest that universities play a significant role in helping students to acquire skills and knowledge they need to become better writers in the workplace, even though some researchers have expressed doubts about universities ability to prepare students for the workplace, (e.g Dias et al.1999).

Anson (1998) explains three perspectives of writing in the academic disciplines as

The professional, which refers to the nature of academic discourse used to mediate among experts in a given field and advance the field’s base of knowledge

The curricular, which refers to how writing is used in and across discipline specific school settings

The developmental, which refers to the nature of the intellectual transitions that takes place when members of one culture or discourse community must acquire the normative social conventions, processes and assumptions of another.
(p.4)

Anson argues that all writing that is taught in the university is academic whether the content is academic or professional whereas Freedman believes that the content for the writing in the two settings is similar on the textual level despite the different settings. Paré and Dias (2000) argue that “while learning of academic writing does not prepare students for all kinds of work place writing, it does develop capacities that are often crucial beyond the academy” (p.vii).

In summary, there are different views about how professional genres should be taught in academic settings. Some researchers believe that simple simulations are not sufficient for students to learn professional genres arguing that case studies presented

in the classroom differ so significantly from professional writing that they are not the same genre at all.

2.5 Genre and its relevance to the current study

2.5.1 Genres as a framework for the study

In this section, I will begin with an introduction of genre theory as discussed by genre theorists from different traditions. The field of genre theory and genre analysis has been given a lot of attention in the past years. Genre approaches bear a substantial impact on the manner in which academics in the field of genre theory view the use of language as well as on literacy education. This is by the development of a socially informed hypothesis of language as well as a solid pedagogy grounded in research of contents and texts (Martin, 2001).

Hyland (2006) explains that genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Thus, there has to be a context where members share a common purpose and use language for that particular context. This definition relates well to the current study in the sense that social workers use language to respond to recurring situations. One argument of the present study is that social work texts cannot be placed into genre groups simply on formal criteria, because what should be expected in the format, structure and language of the genre are not clearly defined. It is important to look at the texts written by the social workers and the purposes that these documents serve, as well as the context or situations in which they were written.

Genre has been defined in different ways in applied linguistics. Hyon (1996) discusses three traditions of genre theory which can help us understand the teaching of genres. These three traditions differ in their point of focus and educational

contexts to which they have been applied. Martin (2009) explains that “genre theory has developed as an outline of how we use language to live; it tries to describe the ways in which we mobilise language...” (p.3). I will discuss the three traditions of genre studies, which are Systemic functional grammar, English for Specific purposes and the New Rhetoric in order to identify how each tradition can help us understand the importance of adopting a genre based approach for studying written texts and how they relate to the present study.

2.5.2 Systemic functional linguistics

Hyon (1996) refers to this approach as Sydney School, because it was developed at the University of Sydney. This approach employs a methodology developed from Hallidayan systemic functional linguistics. Flowerdew and Wan (2010) say that it is “A model particularly powerful in identifying the close correlations between form and function which are a characteristic of specific genres” (p.80). The systemic functional approaches to genre have played a major role in how genre is understood and applied in textual analysis and language teaching. This focuses on the social function and analyses language in the context of situation rather than in isolated sentences or words. Halliday and Hassan (1989) stress that “language is a ‘social semiotic’ and as a resource for meaning, centrally involved in the processes by which human beings negotiate, construct and change the nature of social experience” (p.vi). This shows that meaning which is realised in the form of text is shaped in response to the situation in which it is used. Martin (1984) defines genre as “a staged goal oriented, purposeful activity in which speakers engage as members of our culture” (p.25). He further explains the definition as:

- i) staged: because it usually takes us more than one phase of meaning to work through a genre,

- ii) goal-oriented: because unfolding phases are designed to accomplish something and we feel a sense of frustration or incompleteness if we are stopped,
- iii) Social: because we undertake genres interactively with others. (Martin, 2009:13)

This definition clearly states that genres are social activities where people interact in order to achieve or accomplish their missions. It usually takes more than one phase for participants to achieve their goals, in other words there are several phases of meaning for a genre to achieve its purpose. Both social workers and social work students have to go through different phases to achieve the purposes of genres that they write. This also supports the definition of genre posed by the school of new rhetoric, discussed below.

In systemic functional linguistics the forms of language are said to be shaped by key features of the surrounding social context; Halliday sees these as components of register and not as genre. Halliday describes three features of register: Field of discourse that describes what is happening to the nature of social action that is taking place; tenor of discourse, which looks at the nature of participants, their statuses, and roles and the types of relationships in which they are involved; and finally, the mode of discourse which describes the part that the language is playing, what the participants expect language to do for them and what the texts can achieve. Halliday's viewpoint on meaning is envisioned onto social context which is identified by register variables of field, tenor and mode (Martin, 2009). This tripartite meta-functional perspective makes it possible to interpret meaning in relation to context along three dimensions:

- i. Ideational meaning as a resource for building field knowledge, enabling participation in domestic, recreational, academic, and professional activities;

- ii. Interpersonal meaning as a resource for valuing these activities and enacting tenor and
- iii. Textual meaning as a resource for phasing ideational and interpersonal meaning together in textures sensitive to mode.

Social workers interact within different contexts in which they use different genres related to the situations they encounter in the workplace. For instance, counselling a client, taking a mentally disturbed patient to the hospital, or attending child care cases. All of these events have different registers; social workers need to be able to move between them.

Martin (2009) explains the role of genre in helping us understand social experience and the connections of genre to culture. The definition of genre as ‘staged goal oriented social processes through which social subjects in a given culture live their lives’ (Martin, 1997:13) help us to understand how genres are shaped by their cultural purpose. Martin (2009) goes on to explain that “Genre theory is thus a theory of the borders of our social world, and our familiarity with what to expect” (p.13).

Systemic Functional linguistics has also influenced more research into academic genres. Forey (2004) in an article on the different meanings of workplace texts for teachers and business people, justifies Systemic Functional Linguistics (SFL) as a relevant model for text analysis as it combines the concept that language is a social phenomenon and when analysing language it works at the level of text as a unit of meaning (p.449).

Donohue (2012) explains that he was inspired by investigating how systemic functional linguists could improve the teaching of academic writing in specific

contexts and carried out an action research project on a university film studies course using SFL approach to analyse essays written by students for film studies. Donohue concludes that what students have learnt from the context of film studies can also be applied in other settings including EAP. Donohue conducted a text and context analysis using the systemic functional linguistics. For context he used the field, tenor and mode. For text analysis, four main processes were identified in the essays that students wrote, the processes are doing, being, saying and thinking.

Donohue (2012) explains the goal of the study and its implications for pedagogy as, “to demonstrate the close relationship between a student’s use of language and the purposes of their writing within a particular disciplinary context” (p15). The current study was influenced by the analysis used in Donohue’s study to find out how students and professionals use language to represent their clients. Similarly processes will be used in destitution and case reports to find the writers representation of the clients’ they are seeking to represent. He concludes that “it should be possible to recontextualise insights from this specific context for use in other contexts, including general EAP ones” (p15).

Gardner (2012) also researched genres of academic writing in the BAWE corpus using the SFL approach and comments that it demonstrates how register analysis in SFL permits analysts to get more chance of exploring different contexts by comparing extracts from the methods section of the corpus linguistics where psychology and chemistry texts were used.

2.5.3 English for specific purposes

The second tradition that guides this study is English for Specific Purposes (ESP). The ESP approach to genre was developed by specialists working in the field of ESP.

The most famous members of this group are John Swales and Vijay Bhatia who are known for 'move analysis'. The macro structures of texts and the move structure analysis was central to work in ESP genre theory. The main motivation for these practitioners was to develop pedagogic materials for non-native speakers of English in advanced academic and professional settings. The ESP tradition focuses mainly on the communicative purposes of genres within social settings.

The most influential definition of genre within the English for Specific Purposes (ESP) is by Swales who sees genre as a communicative event. Swales (1990) describes genre as:

A class of communicative events, the members of which share some set of communicative purposes. These purposes are recognised by the expert members of the parent discourse community, and thereby constitute the rationale of the genre. (p.58)

The main feature of the definition is the concept of genre as a 'class of communicative events which share some set of communicative purpose'. Genres therefore involve the use of language in different contexts for different purposes. The communicative purpose of a specific genre is recognized by members of the discourse community who then collectively develop notions of what content and style is appropriate. Genres are staged events and these events develop through a sequence of what Swales (1990) and Bhatia (1993) call moves and component steps. The moves and steps are motivated by different purposes.

A focus on moves has informed a wide range of research over several years. For example Holmes (1997) used 30 articles, 10 from History, 10 from Political science and 10 from Sociology to investigate variation in discussions. His choice was motivated by the need to control as much as possible for such variables as writers'

nationality, levels of experience and expertise, period of publication and special features of sub disciplines. The study found that no move from the model was completely obligatory.

Samraj (2008) explored a discourse analysis of master's theses across disciplines with a focus on introductions using Swales (1990) CARS model. She concludes that the master's theses reflect some disciplinary variations. Basturkmen (2012) investigated a discussion section of research articles in dentistry and applied linguistics and she found the 'schematic structure of discussion section in Dentistry appeared to include similar moves and thus appeared to have broadly similar rhetorical purposes as Applied Linguistics' (p143).

Communicative purpose will be used as one of the criteria for genre definition in this study. As Bhatia (1993) says, "genre is a recognizable communicative event characterized by a set of communicative purposes identified and mutually understood by the members of the professional or academic community in which it regularly occurs" (p.13).

The notion of communicative purpose has, however, been problematized. Askehave and Swales (2001) contend that communicative purposes in any given communicative event are often complex. And it is not safe to simplify purpose to a single aim. They also argue that communicative purpose in many texts is not easily determined, although the text type may be recognizable. They suggest that it would be sensible to abandon communicative purpose as a quick method for sorting texts into generic categories. They propose that communicative purpose may be recognized in the early stages of analysing a genre, but the function of a text must be realised through "extensive text-in context inquiry" (Askehave and Swales

2001:209). They propose that analysts should retain the concept of communicative purpose as a valuable and long term outcome of the analysis.

Communicative purpose is an especially complex issue in student writing. It is a problematic criterion because students are often writing for assessment and for fulfilling a general professional function during placement. These complex communicative purposes can be used for assessing the social function of the genres that are written by students for the different audiences that are addressed.

Various researchers have used the notion of communicative purpose to explain genre characteristics. Gimenez (2006) looked into the emerging textual and communicative complexity of business e-mails. The paper focuses on the most prominent textual features that reflect the changes emails have experienced to meet new demands of the business community in terms of communicative purposes. According to Gimenez, the findings of this study seem to lend support to previous studies which have explored the evolving nature of genres. As dynamic entities, genres evolve to reflect the socio political realities of the communities that produce them. One of the difficulties here is making generalisations across business contexts, especially given the context specific, corporate culture based nature of electronic communication.

Pinto Dos Santos (2002), in a genre analysis of business letter writing used Swales (1990) definition of genre to analyse a corpus of 117 letters. The first analytical procedure was to study each letter separately trying to identify the rhetorical functions present in the communicative event; the second step compared these individual results within the whole corpus aiming at drawing common characteristics which could be recognized as typical of this genre. The discourse community which uses this genre is made up of agricultural business professionals who have graduated

in animal health studies and occupy top positions in the company, in three surveyed companies.

The communicative purpose which motivated the exchange of these letters is the interest on the part of the European company to have their product represented by the Brazilian company in Brazil. The participants exchanged and answered questions and doubts; they also made arrangements to be settled so that both parties are committed to agreement. The language patterns identified were classified according to the intended rhetorical function. For example, Pintos Dos Santos (2002) explains that “negotiation strategies were used in the steps identified where participants were to give opinions, make comments and show flexibility within the process of dealing” (p183). Formal aspects and structural features were also observed in terms of content, intention, and function, and these also guided the division of this genre into moves and steps.

2.5.4 New Rhetoric

The New Rhetoric school view writing as situated to particular social contexts. Researchers in this tradition have explored genres in different settings like the workplace and professional genres to fulfil the relationship between genres and contexts showing how organisations create the genres they need to conduct their business (Freedman and Adam, 2000 Paré, 2000).

New Rhetoric scholars use ethnographic more than linguistic methods for analysing genres. Bazerman (1988) explains that, “genre, then, is not simply a linguistic category defined by structured arrangement of textual features. Genre is a socio-psychological category which we use to recognise and construct typified actions within typified situations” (p.319). The New Rhetoric scholars see genres as

linguistically realised activity types. That is they focus on how genres enable their users to carry out symbolic actions in different situations.

Genre studies in the New Rhetoric focus less on features of the text and more on relations between text and context. Bawarshi and Reiff (2010) explain that, “context is viewed as an ongoing, intersubjective performance, one that is mediated by genres and other culturally available tools” (p.59). New rhetoric researchers hold that genre emerges from repeated social action in recurring situations which give rise to regularities in form and content (Bazerman, 1988, Miller, 1984/1994). The New Rhetoric view of genre has been used to relate regularities in discourse types with a broader social and cultural understanding of language in use.

Miller’s 1984 article on ‘genre as social action’ is viewed as a defining exposition in new rhetoric genre theory and is helpful because of its focus on texts and their contexts which this study is trying to investigate. Miller (1994:37) identifies five specific features of genre common to writing that are useful to summarise here:

First is the notion of genre as ‘a conventional category of discourse based in a large scale typification of rhetorical action; ...’. Genre is seen as a form of repeated social action by an individual or group of people. The idea that rhetorical situations define genre means that participants within a genre make decisions based on shared aims and repeat those instances. This means that a genre can be understood as a frequently repeated social action by an individual social actor or group of actors for fulfilling their rhetorical purpose. Secondly, as ‘a meaningful action, genre is interpretable by means of rules...’ so there are some rules governing the genre. Thirdly, ‘genre is distinct from form: form is the more general term used at all levels of the hierarchy’.

Fourth, 'genre serves as the substance of forms at higher levels; as recurrent patterns of language use, genres help constitute the substance of our cultural life'.

Finally the fifth point is, "a genre is a rhetorical means for mediating private intentions and social exigence" (p.37). That is, genre is a mediator between an individual and the public.

A consideration of Miller's features can help us understand how individuals are influenced by the social contexts to write the way they do. Her definition helps us to identify how the text was initiated, the purpose of the text, what motivated the writer and to look at the different parts of a particular genre. For example in the present study the reports written by individual participants are considered in conjunction with social factors which may control their writing. The writers write the reports with an outcome in mind, and the reports are designed to benefit the clients in a positive way.

To fully understand genres, we need to understand the cultures of which they are constituents. Miller (1994) suggests that "as bearers of culture, the artefacts of culture incorporate knowledge of the aesthetics, economics, politics, religious beliefs and all the various dimensions of what we know as human culture" (p.69). It is important here to understand the relationship between actions of agents and the influence of culture or an institution. Miller summarises that genres are created by culture. In the case of this study, social workers are faced with different cultures, they have different backgrounds from the clients they are interviewing therefore they need special language use that will not interfere with the interviews. Therefore the New rhetoric is useful in order to help us understand how individuals are influenced by social contexts to write the way they do.

2.5.5 Similarities and differences between the three approaches

I will now discuss how these three traditions are similar and how they differ in their approaches. The English for Specific Purposes and the Systemic Functional linguistics view of genre have a lot in common. Flowerdew and Wan (2010) state that, “They both emphasize communicative purpose, schematic structure and form - function correlation at the level of the clause” (p.80). They both share the fundamental view that linguistic features are connected to social context and function, ‘and are both driven by the pedagogical imperative to make visible to disadvantaged students the connections between language and social function that genres embody’ (Bawarshi and Reiff, 2010: 43). Bawarshi and Reiff (2010) go on to explain that both ESP and SFL share the view that making it clear to students how targeted texts are structured and why they are written the way they are, is helpful to disadvantaged learners.

In ESP it is the communicative purpose that often serves as a starting point for genre analyses, which then proceed toward an analysis of a genre’s rhetorical moves and steps, then to textual and linguistic features that carry out the moves and steps. In the New rhetoric, understanding context is both the starting point and the goal. (Bawarshi and Reiff, 2010:58-59). This will be discussed fully in the methodology chapter.

All three traditions share an important view that genre and situation are inseparable. Bawarshi and Reiff (2010) argue though they all view genres as connecting texts and contexts, the implications of this are very different in each approach.

Scholars supporting the New Rhetoric are critical of the linguistic approach, viewing it as too deterministic and simplistic and not paying attention to context. Flowerdew

and Wan (2010) believe that genre analysis methodology should focus on ‘activities, attitudes, beliefs and values of the discourse community that is involved in the genre which is the focus of the study. They also emphasise that the methodology has to be ethnographic instead of being linguistic.

The following section provides my position in relation to the traditions discussed above as well as their relevance for this study.

2.5.6 Genres as perspective for studying social work writing

To date, a genre perspective has not been widely used to study social work writing. Yet I would argue that the perspective is useful, both for the writing of professionals and the writing of students. This study aims to fill a gap by providing a particular research on social work genres.

The need for a genre based approach to professional social work writing emerges from the complex texts they work with. Rai and Lillis (2012) explain that social workers are faced with challenges of writing diverse text types, they have time pressures for writing these texts, they experience environmental and contextual disturbances when writing and they have multiple audiences and purposes.

Social work students write academic assignments where they simulate cases in their respective agencies. They simulate case reports and portfolios before they write actual ones. Then during their attachments they write professional everyday social work documents. Nesi and Gardner (2012) explain that “Genres which incorporate both academic and professional demands can be considered as ‘boundary objects’ acting as an interface between different communities of practice and fulfilling different purposes for different people” (p.172).

The following diagram indicates a relationship between the writing of professional social workers and the writing of social work students. Both sets of writing, and their overlap, can be profitably studied from a genre perspective.

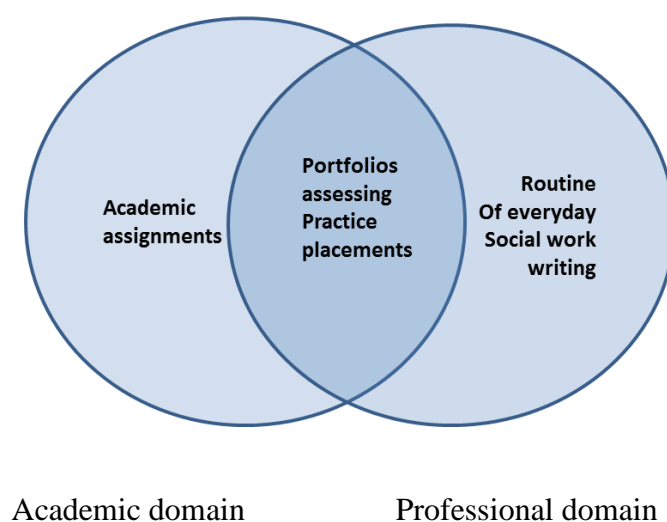


Figure 2.1 Relationships between professional and students writing. Adapted from Rai and Lilis [2012 Powerpoint slide: Word document]

My own genre study is influenced by the linguistic approach of ESP and SFL and also the ethnographic approach of the New Rhetoric. It seeks to combine text based and context based research. I have a strong linguistic angle in the research and, though the study is not fully ethnographic, I have also made attempts to investigate the beliefs and attitudes of those involved in this genre and to investigate the context in which it is used and produced.

In the following section I will discuss genre based pedagogy in more detail, specifically as it applies to the teaching of professional communication.

2.5.7 Genre based pedagogies

Hyland (2003) argues that genre-based pedagogies offer students explicit and systematic explanations of the ways language functions in social contexts. People

write to accomplish different purposes in different contexts and this also affects the way they use language. Hyland (2003) calls for “ways of scaffolding students’ learning and using knowledge of language to guide them towards a conscious understanding of target genres and the ways language creates meanings in context” (p.21). To address this call, we need to explore the needs of students and then teach them relevant genres in their specific contexts. Hyland (2003) argues that for learners to be able to communicate the amassed experiences and cultures from their professional, academic and occupational communities they need to be taught the key genres specific to those communities. This helps students to acquire the culture of the specific contexts they are engaged in, including a professional community, as here. Similarly, Paltridge (2001) discusses the benefits of genre-based approaches. He states that “It helps learners gain access to discourses, texts, and genres that have accrued ‘cultural capital’ in a society” (p.8).

Genre based pedagogy has been considered differently by researchers in different schools of genre analysis. In order to answer Johns’ (2008) question “How can we promote transfer of learning from our classrooms to the contexts in which students will be using the language?” (p.237), it is important to revisit the approaches of the three genre traditions. The New Rhetoric practitioners believe that ‘genre is a social action’ and the situated and social features of genres are considered to be very important. They believe that genre cannot be learnt in inauthentic contexts. Johns (2008) stresses that; genres cannot be separated from the proximate contexts where these genres are produced, the roles played by the audiences in these texts, their beliefs as well as the communities that they belong to.

The English for Specific Purposes (ESP) School is often criticized by the New Rhetoric School for being linguistically and textually oriented and considering

language and structure of the text rather than the context. Johns (2008) supports this school by saying there is a lot to be learnt from the ESP school as they focus specifically on features of texts and the relationship between writers and audiences because “ESP practitioners do not shy away from discussions of language or of pedagogies as New Rhetoricians might” (p.244). One of the major strengths of ESP genre teaching is its proficiency in recognizing the text learners will need to write in a particular context (Carstens, 2009).

Lastly, the Systemic Functional linguists (SFL) practitioners focus on the novice student and analyse the relationship between language and its functions in social context. They work with students who lack the genre background knowledge and focus on literacy education teaching writing using the genre approach. Johns (2008:245) elaborates that SFL pedagogy relates text, purpose, content domain, and language; it lists, and teaches ‘key academic genres’, providing information about their central purposes, social locations, register, and stages; and it provides an accessible teaching-learning cycle.

In whatever school, genre based pedagogy has its critics. Yang (2010) argues that teachers and learners are faced with problems of failing to recognise differences, range and limits within a particular genre. This is due to the critique that the genre based approach is “often seen as offering teachers and learners *a formulaic, mechanical, rigid, comformable, restrictive and prescriptive* how-to-do list” (p.176) *Italics in original source*). Johns (2011) observed and discusses four contested topics in genre-based writing instruction as “naming, genre awareness and acquisition, pedagogical focus and the ideology”. She acknowledges that “text naming has been an interest of L2 curriculum designers for many years; and throughout, this naming

has been an important source of insight into the theory of writing and texts to which practitioners subscribe” (p.57).

The second topic is the division between those who focus on genre awareness and those who focus on genre acquisition. Johns (2011) explains that genre acquisition involves directly exposing students to concrete genres that are recommended by practitioners as common exemplars of genres. On the other hand genre awareness refers to scrutiny of the texts and how they are related as well as their rhetorical purposes and the contexts in which these genres may occur. Thirdly comes the major pedagogical focus, which discusses “where the curriculum begins and students’ time and efforts are concentrated”. Practitioners have to decide on the most suitable and appropriate methods that will suit their students. Using authentic examples from the workplace can enhance learning. The final topic relates to “ideology” and she asks if L2 students should be “assimilated” first into an academic or professional community or encouraged from outset to critique the texts and contexts with which they interact...” (pp.57-58). Coyle (2010) suggests that there is need for use of example of real workplace writing tasks in order to enable students to practically apply their writing skills. One of my arguments is that cumulatively in genre pedagogy, the more genres analysed and the more information shared the more students will learn and this contributes to genre analysis and the ESP.

Bhatia (2002:3) argues that genre work may be seen as a pedagogically effective and convenient tool for the design of professional language teaching programmes, which are often situated within simulated contexts of classroom activities. Students are taught professional genres, to prepare for working in discourse communities. They need to learn how to produce some key written genres. They also need to learn how to communicate in these areas.

Spafford et al. (2006) argue that “As symbolic tools, the school and work genres are often infused with tacit professional expectations that shape their users’ developing sense of professional identity” (p.122). These genres therefore serve as an example or tool for teaching case reports as well as enhancing students with professional values and attitudes. Bhatia (2002) explains that analysing genre means investigating instances of conventionalised or institutionalised textual artefacts in the context of specific institutional and disciplinary practices, procedures and cultures in order to understand how members of specific discourse communities construct, interpret and use these genres to achieve their community goals and why they write them the way they do. As discussed in other chapters, in this context, students’ eventual goal is to write genres that meet the demands of the offices. As students, they are currently asked to write a ‘hybrid’ genre which has as its audience, lecturers and fieldwork supervisors as well as social work colleagues.

Bhatia (2002) suggests four focuses which contribute to a pedagogically useful genre analysis:

- Purposes: institutionalised community goals and communicative purposes
- Products: textual artefacts or genres
- Practices: discursive practices, procedures and processes
- Players: discourse community membership (p.6)

The four focuses are helpful in teaching students professional communication that they need to apply to their workplaces after completing their studies. Bhatia (2002) suggests that there is need for a framework that will integrate these four aspects of genre theory in a collaborative manner. If students participate in their discourse communities, they will learn practices and processes of such communities as well as

the purposes of communicating in order to produce effective genres. “They need knowledge of the culture, circumstances, purposes and motives that prevail in particular settings” (Paltridge, 2001:7).

Bhatia (2004:23) explains how some of the features of genre are particularly significant for genre pedagogy and I will now comment on how these features are important for the pedagogic angle of this study.

1. *“Genres are recognizable communicative events, characterized by a set of communicative purposes identified and mutually understood by members of the professional or academic community in which they regularly occur”*. Social workers have types of genres that they use in their profession. Students can be asked to simulate these while they are still in the university so that by the time they join the profession they are equipped with the right skills and knowledge required to operate in the field. Badger and White (2000) inform us that in writing it is important to know the language, writing context and purpose for the writing as well as the skills in using the language. Badger and White go on to explain that in the writing classroom, teachers need to imitate real situations that will enable learners to recognise the purpose and the social context of the genres they are writing within.

Conversely, it is also true that students have to be exposed to the communities they are to be engaged in, in order for them to acquire the relevant communicative purposes. This is evidenced by a group of researchers as explained earlier in this chapter. For example Freedman, Adam and Smart (1994) explain that “It is only through immersion in school contexts that students acquire school genres, even the rhetorically complicated genres involved in simulations” (p.222).

2 *“Genres are highly structured and conventionalised constructs, with constraints on allowable contributions not only in terms of the intentions one would like to give expression to and the shape they often take, but also in terms of lexico-grammatical resources one can employ to give discursal values to such formal features”*. Students have to learn conventions of their field. The current study has found considerable variation in lexico-grammatical realisations, but even so some conventions have been observed – for example, the different ways of referring to self in student and professional reports.

3. *“Established members of a particular professional community will have a much greater knowledge and understanding of the use and exploitation of genres than those who are apprentice, new members or outsiders”*. Those who are new will have to liaise with their mentors to help them fit in the new world of work. It is crucial for English for Specific Purposes (ESP) practitioners to liaise with content lecturers to come up with relevant genres to teach in the EAP/ESP class. There is need for collaboration between EAP/ESP and subject tutors. Barron (2006) is concerned that most joint projects in EAP occur at co-operative level because of lack of cooperation between EAP teachers and content lecturers and this usually means the EAP teacher finding information about the content of the course without support of the other party concerned in the learning of the students.

4 *“Although genres are viewed as conventionalised constructs, expert members of the disciplinary and professional communities often exploit generic resources to express not only ‘private’ but also organizational intentions within the constructs of ‘socially recognized communicative purposes’*. This raises issues with using authentic examples written by expert members of the community. One may wonder to what extent such texts would be transparent to students. The reports should be

provided to students for use in class when preparing for the placement. Students need to see authentic reports in their field of work so that they are familiar with the types of genres they will be using in future. Social work reports are confidential as they contain information about clients, with permission from stakeholders pseudonyms will be used for the benefit of students.

5. *“Genres are reflections of disciplinary and organizational cultures, and in that sense, they focus on social actions embedded within disciplinary, professional and other institutional practices”*. There are certain behaviours that social workers have to display when they are together as a group and when they are with their clients. In order to achieve socially communicative purposes, there are procedures that have to be followed in the workplace. They refer cases that affect them emotionally to other workers to avoid prejudice. There has to be evidence that these procedures have been followed.

Therefore in teaching, there is need to consider how the students can be learning or reflecting about how these actions that these genres perform as well as about the language itself. Paltridge (2000) highlights that it very important to reflect on the social and cultural settings of the genres that students are taught to write.

6. *“All disciplinary and professional genres have integrity of their own, which is often identified with reference to a combination of textual, discursive and contextual factors”*. There are different ways in which members of discourse communities communicate, they have specific forms of genres that they use in their organisations. There is need to look at all levels of these genres to enable students to consider factors involved in the production of a genre. Paltridge (2001) cites some of the factors that influence a genre, as “the sociocultural context of production and

interpretation of the text, the audience of the text, expectations of the particular discourse community and its relationship with other texts” (p.45).

The following section reviews some specific studies of genre teaching from a range of contexts.

2.6 Review of some genre based pedagogic interventions

Flowerdew (2002), in a study in the Middle Eastern university where he was studying students with limited ability in general English, demonstrates how genre theory within the linguistic tradition is able to produce meaningful descriptions that can be applied, and suitably adapted, to helping non-native speakers of English to express themselves in their technical genres during their studies. Initially, he conducted needs analysis and came up with solutions to meet the needs of the students; he then developed pedagogical materials to address these needs. The students appreciated and developed an awareness of the extent to which linguistic appropriateness and accuracy were important to satisfy the demands of their content teachers. He concludes that students need to be exposed to different example texts from the same genre and across different genres in order to sensitize them to the notion of generic variations. Flowerdew (2002) stresses “An important feature of the approach being described was language and content staff teaching in collaboration” (p.101). Coyle (2010) suggests ways in which students can be helped to improve their writing skills in the workplace. He suggests a three-step process for teaching writing skills to university students: first identifying writing skills relevant to post-graduation occupations, second, including writing courses in learning modules and third, assessing writing skills with assignments that reflect workplace writing tasks. Coyle tried some activities with his social work students and he got positive

feedback from the students who reported that “writing exercises challenged them to clarify thinking and recognize writing organization and formatting appropriate for their discipline” (p.199).

Henry and Roseberry (1998) in their research explored how “genre-based instruction and materials improved the learners’ ability to produce effective tokens of the genre” (p.148). They had 34 participants who were then divided into two groups, of “the genre group and the non-genre group” the genre group used genre based materials while the non-genre group used “a more traditional approach modelled on the same genre”. The results indicated that the genre group performed much better than the non-genre group. The results of their study showed that for a successful teaching in EAP/ESP, there is need for a teaching method that focusses on rhetorical organisation.

Pang (2002) compared textual and contextual analysis in his research where the contextualized genre was a film review, and concludes that the results proved that both approaches produced similar results in the quality of the participants’ writing products and their tactics to compose film reviews. Pang (2002) stresses that “When teaching film reviews, an instructor can focus on the language and the textual structure or on the speaker intent realized through moves and register” (p.147).

Another positive study was conducted by Ding (2007) who conducted a genre based approach study on personal statements that accompanied an application letter for graduate study to medical and dental school. Ding concludes that the research has pedagogical implications for students. It serves as an all-inclusive tool for teaching approach which should be understood to be investigative rather than been too rigid.

A study carried out at the University of Hospitality and tourism in Taiwan also reports positive results on genre based pedagogy. The study by Yang (2010) was investigating Taiwanese learners' progress in composing brochures in Hospitality and Tourism course. He concludes that most students acknowledged that they had improved their writing skills after the course. The students were also able to reflect on their learning.

Rahman (2011) conducted research in India on teaching academic and professional writing using a genre-based approach, concluding that genre based teaching are established in writing courses to help students to learn the different genres as well as improving the students' capabilities of writing the different genres.

Minaabad (2012) carried out a study on the effect of genre-based pedagogy on EFL learners' translation ability. He concludes that the research shows that provision of background information about a text through the introduction of generic structures of the text influenced the learner's translating abilities in foreign or second language.

Kuteeva (2013) conducted study on learners' approaches to genre analysis, the findings show that students' approaches to genre analysis vary depending on their capacity to analyse academic texts and that the histories of the aims and learning of the students influenced the way students tackled the genre analysis activities they were given.

Overall, then, there is a view that genre pedagogy can be useful for the teaching of range of language including professional language. Where it is criticised, it is frequently on the basis that it may not engage sufficiently with context. In the remainder of this chapter I will look at academic literacies and at situated learning,

two ideas that can be combined with genre pedagogy so as to minimise this possible problem.

2.6.1 Situated learning

Freedman and Adam (1996) conducted research using situated learning as their theoretical background. To uncover the benefits of the situated theories for revealing how members of discourse communities of both the workplace and the university learn their writing. The literature about situated learning has formed two analytical perceptions from which learning can be viewed as “guided participation” and “legitimate peripheral participation”. In guided participation the aim of the activity is learning; while in legitimate peripheral participation the learning is supplementary and occurs as participation in communities of practice (Freedman and Adam, 1996).

This suggests that classroom based genre learning and genre learning while on professional placement have different contributions to make. The skills that students acquire in classroom based genre learning can help them tackle workplace situations they might find themselves in. The students should be exposed to the workplace through fieldwork placement and before they go for their placement they should be trained or simulate the documents that they will be using during placement.

While preparing students for their internship, the study skills model and the academic socialization suggested by Lea and Street (2006) can be used to prepare students for the legitimate peripheral participation. Then when students are placed in different agencies the academic literacies can then be practiced whereas they transfer their university knowledge to the workplace community.

Ultimately, students need to be attached in order to learn the appropriate language for the different contexts they serve during their placements. They can achieve this

as communities of practice. Genres cannot only be learnt through simulations. Fieldwork attachments or internships are valuable transitional programmes where students can apply what they have learnt in the classroom to the workplace. Students have to be exposed to real world experiences in order to learn relevant genres. However, good pedagogic choices can promote transfer of learning from our classrooms to real world contexts in which students will use language professionally.

2.6.2 Academic literacies approach

Lea and Street (2006) have argued for a new approach that can help in understanding students' writing and literacy in academic contexts. They argued that academic writing pedagogy can be grouped into three overlapping models which are: a study skills model, an academic socialization model and an academic literacies model. They describe the study skills model as focussing on surface features of language form and perceiving writing and literacy as an "individual and cognitive skill".

The second model is an 'academic socialization model' that is concerned with "students' acculturation into disciplinary and subject based discourses and genres". Within this model, the assumption is that students acquire the culture of a disciplinary or subject area community by using literacy that typifies the community. They go on to explain that the academic socialization model is associated with "the growth in constructivism and situated learning as organizing frames, as well as with work in the field of sociolinguistics, discourse analysis and genre theory" (pp.369-370). The third model 'academic literacies' is concerned with "meaning making, identity, power, and authority and foregrounds the institutional nature of what counts as knowledge in any particular academic context". According to Lea and Street (2006) academic literacies models investigate how literacy practices from other

institutions are associated with what students need to learn, the academic literacies model focuses on both the skills and academic socialization considering the relationships of power, authority, meaning making that are inherent in the use of literacy practices within institutional settings.

The three overlapping models can be used as a design frame with a focus on pedagogy, the study skills which teaches formal language, while academic socialization acknowledges that subject areas and disciplines use different genres to construct knowledge in particular ways, and then the academic literacies examines how literacies from other institutions are implicated in what students need to know. The models can be used together with situated learning to help students examine how genres in their areas of placement are linked with what they learn from the university.

2.7 Conclusion

In this chapter, I have reviewed relevant literature on discourse community, and community of practice, professional writing, social work writing, Genre approaches have intrinsic imperfections and omissions, but through their endeavours to unify purpose, language, and content, they go on to improve conceptions of literacy, discourse, and community as well as to extend the manner in which applied linguistics is practised (Swales & Feak, 2000). In brief, then, a genre perspective can be useful to find out the types of genres used by practising social workers and those used by practising social work students who are still in the university. The different genres that practising social workers and students write will help this study to identify appropriate genres for social work students and practitioners. Social workers have types of genres that they use in their profession. While they are in the university

they might simulate the activities that they are going to deal with in future when they are professional social workers, they have to learn the conventions of their field, especially confidentiality issues as they will be dealing with people in real life situations on a regular basis. Those who are new to the field will have to liaise with their mentors to help them fit in the new world of work. There are certain behaviours that they have to display when handling their clients and they have to produce genres that are relevant to contexts.

When the students are in their fieldwork placement they are joining the professional community of practice and they are expected to follow the conventions and ethics of professional social workers as soon as they join the community.

I have also reviewed relevant literature on genre based pedagogies and social work writing. I have also discussed how the different views of teaching professional writing in an academic setting where there are mixed views about how students can be helped to write in ways that will prepare them for the professional field. I have observed that the objectives of ESP genre pedagogies are to arbitrate in the process of development of literacy, offering students a precise knowledge of pertinent genres to enable them to act successfully in their target contexts.

The emphasis by New Rhetoric theorists on situated learning theories as well as their uncertainties about the significance of explicit genre teaching, has largely constrained their pedagogic contribution to presenting a facilitative atmosphere for engaging with professional or academic writing. The SFL pedagogic model characteristically envisages the teaching as well as the learning process as a cycle. This facilitates students' diverse points of entry as well as allowing teachers to

progressively and systematically develop the meanings students can generate through increasingly refined comprehensions of how text work (Swales, 2000).

The ESP pedagogic model is predisposed to adopt a more diverse set of pedagogies, unified by an obligation to contextual analysis, needs analysis, as well as genre description. In SFL and ESP pedagogic contexts, however, educators cannot take students' capabilities for granted and presuppose that the students have the suitable linguistic, social, and cultural background to successfully engage with genres.

The main argument developed through this review was that students need fieldwork placement in order to learn the appropriate language for the different contexts they serve during their placements. They can achieve this as communities of practice. Genres cannot only be learnt through simulations. Students have to be exposed to real world experiences through situated learning in order to learn relevant genres. This study is also trying to find means of how we can promote transfer of learning from our classrooms to contexts in which students will be using language. I have also touched on the contributions of an academic literacies perspective and a situated learning approach.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This study explores genres written by professional social workers and social work students in Botswana and examines the relationships between the genres. This chapter presents an in-depth description of the research methodology employed, using a qualitative approach as the primary framework. The discussions in this chapter focus on professionals and students. Discussions of students are presented after the professionals in every section.

As discussed in chapter 1, the study addresses a number of linked research questions. For convenience, these are restated here: I started from an initial broad question 1a. which was then elaborated after analysis of the data collected during the first phase of my data collection and led to a more specific set of questions about social work writing:-

- 1a. What are the types of documents produced or written by professional social workers in Botswana?

Data sets collected during phase one led me to ask questions 1b. I collected a range of documents from the social workers' office. Among the documents collected from the professional social workers, there were court case reports, Community home based care reports, truancy reports, transfer reports and a large number of destitution reports. I concluded that a destitution case report was a key document, in turn leading me to research question 1b.

- 1b. What are the typical patterns and functions of Botswana destitution case reports as a genre?

In analysing texts in this genre, I became aware of key participants represented as clients. This matched what I read from other social work articles where representation is an issue therefore I established the next question.

1c. How are clients represented in destitution reports?

Then the second set of questions is about teaching writing to social work students. I had at first considered analysing reports they wrote in classroom context but I rejected them as they did not resemble professional documents written during their fieldwork placement. The fieldwork case reports were a promising source of data.

- 2a. What kind of reports do social work students at the University of Botswana write during fieldwork placements?
- 2b. To what extent does this pedagogic genre resemble the professional genre of case reports?
- 2c. To what extent does this pedagogic genre help students prepare to write their target professional genre?
- 2d. How can the current situation be improved?

As will be discussed throughout this chapter, the research questions are answered through a combination of two major research tools in qualitative inquiry which are text analysis and interviews. These tools are considered to be most appropriate in this research to help answer the research questions of this study. This chapter will begin with a discussion of the research paradigm and follow with justification for the use of the qualitative approach. It will also discuss the benefits of combining interviews with text analysis. I will then describe the process of data collection for each research method. I will also look at the relevant ethical issues in qualitative research. Lastly, I will discuss the criteria for evaluating qualitative research.

3.2 Research Paradigm

A research paradigm provides a conceptual framework for seeing and making sense of the social world. A paradigm may be viewed as a set of beliefs; it represents a worldview that defines for its holder, the nature of the ‘world’, the individual’s place in it and the range of possible relationships to that world and its parts (Guba and Lincoln, 1994).

There are different belief systems and world views held by those who use different paradigms. Any paradigmatic position can be represented in terms of the nature of beliefs about reality (ontology) and about knowledge (epistemology), beliefs that impose not only on the research but on other features of life. The use of ‘what’, ‘how’ and ‘to what extent’ in the research questions clearly illustrates my intention to undertake an in-depth exploration of what social workers, and social work students, actually do, and understand themselves to do, in their writing. Constructivists believe that reality is socially constructed and pluralistic and that knowledge and truth are created rather than discovered (Richards, 2003). The research paradigm selected for this study took the form of qualitative research with a descriptive and interpretive focus within a constructivist perspective.

Merriam (2002) explains that “the product of a qualitative inquiry is richly descriptive”. I will provide descriptions of the contexts, and the participants involved in order to fully understand their experiences as they relate to this study. I will support the description with direct quotes from texts as well as from interviews. As Merriam (2002) explains “a combination thereof are always included in support of the findings of the study” (p.5).

Creswell (2003) explains that qualitative research is “fundamentally interpretive”. The researcher has to make interpretations of the data, analyse data for themes, draw conclusions about the meaning of texts collected and interviews conducted and finally state the lessons learned and offer further questions to be asked. The main aim is to explore the social reality of the research participants in order to interpret or understand how everyday social life is constituted in the texts they write and their experiences. I worked with raw data in order to capture context, personal interpretation and experience. I will be able to describe the views of the professional social workers and the social work students in great detail and in their original language (using direct quotes). I will explore the nature of the respective tasks of the participants in this study and, what it means for them to be in that type of setting, I will strive to explain in full the nature of the phenomena that I am investigating.

In a descriptive and interpretive study, the researcher is interested in understanding how the participants make meaning of a situation. Merriam (2002) explains that this meaning is “mediated through the researcher as an instrument... data is collected through interviews and or document analysis” (p6).

3.3 Justification for the use of qualitative approach

Denzin and Lincoln (2000) argue that,

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. ... Qualitative research involves the studied use and collection of a variety of empirical materials - case study; personal experience, introspection; life story; interview; artefacts; cultural texts and visual texts – that describe routine and problematic moments and meanings of individuals’ lives. (Pp.3-4)

One of the major reasons I decided to use qualitative inquiry is because of the complexity of the phenomena I am investigating, which involves human actions and the reasons for those actions. Creswell (1997) supports this by pointing out that “A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting” (p.1). Qualitative enquiry is therefore suitable for the phenomena I am investigating because I am studying people in different contexts and there are many factors that can influence these participants. Dornyei (2007) states “It is only the actual participants themselves who can reveal the meanings and interpretations of their experiences and their actions” (p.38). So in the case of social workers, we note that the nature of their job is to be varied, the cases they deal with are never the same. The outcomes of the cases need to be treated individually, as do the type of clients they are dealing with. This leads to variation in written documents which can only be understood qualitatively, using a range of analytical perspectives.

The sections below provide a detailed explanation of aspects of qualitative research which are particularly relevant to my study.

3.3.1 In-depth comprehensive information

By its nature, qualitative research produces more in-depth comprehensive information than quantitative research. This is necessary for the present study, since the documents under investigation can only be understood in the light of full information about their contexts of production and reception and about the motivations and constraints experienced by the people who write them. I am interested in accessing experiences of the participants through interviews, and the documents supplied in their natural contexts, to gain detailed insights into both of

these. I clarify my understanding by checking with the respondents in possible cases of ambiguity or misinterpretation. For example, I discussed the findings of my textual data with the participants before the interview sessions.

3.3.2 Small group

Qualitative research aims for in depth information rather than generalisability to a population. While quantitative researchers may sometimes criticize qualitative research for the problems of sample size and generalisability, on this issue Dornyei (2007) claims that the size does not matter because “qualitative researchers ... question the value of preparing an overall, average description of a larger group of people because in this way we lose the individual stories. The real meaning lies with individual cases who make up our world” (p.27).

It is normal to use a small number of participants because of level of detail of research undertaken. This study used a small number of participants from both students and professional workers categories, a total of six professionals and twelve students were interviewed. Creswell (1990) claims that qualitative methods typically produce a wealth of detailed information about a smaller number of people and cases. I do not anticipate the problem of generalizing the findings of this research to other settings, as generalizability was not a research goal and there is no claim that the small group that I looked at was representative of any larger population. This does not preclude the idea that the findings would have relevance for other settings, but this would be for people in such settings to decide. This notion will be discussed below in the section on criteria for evaluating qualitative research.

3.3.3 Detailed description of events

Qualitative research requires the researcher to describe the events in great detail, and Denzin and Lincoln (2000) explain that qualitative research is generally more likely to take place in a natural setting. The current study is not ethnographic, in that the researcher was not embedded in any natural setting for an extended period of time. However it does incorporate elements of ethnography in that it focusses on what the social workers and social work students write during daily activities – it attempts to capture context and an element of insider meaning, as well as to describe texts. I needed to capture personal interpretation and experiences of the workers and students. In order to do this, I interviewed the two parties to understand their experiences in writing the documents that they write.

Quantitative researchers have criticised qualitative research for being too subjective, Bryman (2004) explains that by these criticisms they mean that “qualitative findings rely too much on the researcher’s often unsystematic views about what is significant and important, and also upon the close personal relationships that the researcher frequently strikes up with the people studied” (p.284). A counter argument to this is that in order to have access to data, personal relationships are very important. It is generally easier to gain access to data about participants who are already familiar with the researcher. This may require gaining access through gatekeepers. As emphasized by Creswell (2009) “It is important to gain access to research or archival sites by seeking the approval of gatekeepers” (p. 178). In this case I had to identify gatekeepers who introduced me to the participants, for example a retired officer from the social work office. Gaining access or finding research participants is not an easy thing. Creswell (2007) acknowledges that

Gaining access to sites and individuals also involves several steps. Regardless of the approach to inquiry, permissions need to be sought from a human subjects review board, a process in which campus committees review research studies for their potential harmful impact on and risk to participants. (p.123)

In the following sections, I will describe my research participants. I will then explain how I met, and developed relationships with the participants.

3.4 Research participants

3.4.1 Different categories of social work practice

The social work participants of this study are social workers based in the South East district council which covers the areas of Ramotswa, Tlokweng, Otse, Taung and Mogobane. They have similar roles, they are Social welfare officers and have different wards allocated to them in various villages. Their experiences range from three years to thirty years. All of them are Batswana who were trained either in the University of Botswana or in South Africa. In many ways they constituted a convenience sample, as the district is relatively close to the University of Botswana, thus enabling me to move between the participants and the university easily because of the limited time for data collection.

There are two levels of participation in this study: there are those who participated as document providers and those who provided documents and were also interviewed. Documents were taken from any social workers in the district, but for interviews, some additional selection criteria were used. I chose University of Botswana graduates as I felt that their perspective may provide a counterpoint to that of the university students.

3.4.2 Students

The second group of participants are University of Botswana social work students. As I am a lecturer at the university, access was a little easier. Students were recruited in two groups. The first group is a group of third year students who were identified by the head of department and volunteered to be interviewed after seeing my presentation about the documents they write. However, some of them dropped out and so I recruited a second group. Marvasti (2004) points out that “Participation in a research should be voluntary; you should not psychologically or physically force your subjects to take part in your research” (p.135). The second group were currently doing their professional communication module in CSSU. I approached their lecturer who introduced them and gave them directions to my office: without any problems they volunteered to be interviewed. A demographic table for students is provided in the interview section.

In the following section I discuss in detail the procedures that I followed to collect textual data from, and to interview, my research participants. In each case I discuss professionals first, and then students.

3.5 *Collection of textual data*

3.5.1 Procedure for collecting professional's data

I went through a series of steps to collect this textual data. Before I left for Botswana I applied to the Ministry of Local Government as a requirement to seek permission to do research in social work departments. The office responded positively by sending the forms by e-mail. When I arrived in Botswana I had to apply again to access the participants from the identified council offices. Formal letters that provided the details of the project and the aims were submitted to the council secretary for

permission to work with the Social workers, another letter was submitted at Bamalete Lutheran Hospital to access hospital social workers.

Positive responses from both the council and the hospital were received after two weeks. At the council offices the Chief social worker introduced me to the social workers and asked me to explain the purpose of my research to the officers, I explained the purpose of the research and the expected benefits of its outcomes as well as the type of documents I needed from their offices. The social workers then volunteered to assist me and invited those who were not in the office to participate by selecting the documents that I had to collect. I was invited to come to the office to select the documents I needed. Names of clients were changed on the hard copies that I collected but for those that were typed, the secretary deleted names of the clients. I went to the offices several times but at times the officers were away on official trips, I worked patiently as I understood that it is their duty to visit their clients in the village during the day. The professional social workers offered some of the reports that were saved on the secretary's computer, I copied them onto my memory stick. By the end of the month I had collected all required documents from the professional social workers.

3.5.2 Procedure for collecting students' data

Getting students' textual data was very challenging and time consuming. I gained access to the data after several attempts: At first I consulted the head of department who then met with his staff, they asked me to address a board meeting with department of Social work staff to explain why I had chosen social work over the other faculties of the University of Botswana. After the meeting I had to address a delegation of three members of staff who had to make a decision about whether I should access the data or not. It was after the meeting with the delegates that I was

given permission to collect the marked case reports from the secretary's office when typing the transcripts, I did not need to change the names in the reports as the students indicated that they were pseudonyms, I only changed the students names where I had to use them but in most cases I did not need the names of the writers. I was not able to select reports, but was offered a pre-selected set.

3.5.3 Summary of professional documents collected

The following section shows a list and the description of the types of genres that I collected from the professional social workers, classified by the terms used by the workers themselves. Nesi and Gardner (2012) explain that for a robust classification of genres it is important to consult a range of sources in order to interpret the genres in their disciplinary contexts. Swales (1990) also acknowledged that in some cases it might be easy to identify the purpose while some will need a specialist to investigate the type of genre. But at this beginning stage, I assumed that the titles given to the reports I collected were suggesting the purpose of the reports, and that is how I classified them. The following is a list:

Destitution reports	99
Case reports	50
Home visits	16
Needy students	10
Community home based care reports	9
Letters	8
Adoption	5

Child abuse and neglect	5
Custody	4
Hospital annual reports	3
Transfer	3
Absenteeism	2
Counselling	2
Fire disaster and domestic violence	2
Needing shelter	1
Truancy	1
Court case	1

Apart from the official written documents, I also collected a range of hand written documents which are closely related to the main reports, and which contribute to their production. Examples of these document types will be discussed fully in initial data findings.

3.5.4 Documents collected from students

The documents collected from the students were individual case studies that were written by the students. The documents offered to me were 25 case study reports and 25 community projects reports that were submitted between 2007 and 2009. The documents were collected from the secretary's office and not from the students directly.

3.6 Arranging interviews

3.6.1 Pilot interview

I decided to do a pilot interview in order to practise my interview skills and to find out the relevant types of questions to ask in the actual interview. I sent an e-mail to the head of department of Social work in the University of Warwick to help me identify students who can volunteer for my pilot interview. Unfortunately the initial response was negative and I therefore decided to go back to the department's website and checked another contact who is the coordinator of Social work who then forwarded my e-mail to the students. I received two responses from the students and we made appointments to meet, unfortunately on the day that we agreed to meet the students were unable turn up and sent short texts to my mobile phone to postpone the interviews. At last I managed to meet one of the interviewees on the 23rd of March in the centre common room. I will discuss this later. I will discuss the pilot interview in two ways, that is, the reflection of the interview process and the content.

3.6.2 Reflection of pilot interview

I have learnt that it is not easy to conduct interviews, one has to start making arrangements very early, it takes a lot of time and patience, and for example I started arranging the interviews during the second week of February 2010 and managed to interview one person during the third week of March.

When conducting the interview I found out that the plan of the interview depends entirely upon the interviewee, that is, the interviewee can change the interviewer's schedule, when I found out that my interviewee has never worked as a social worker before, I had to change the types of questions I had in order to get the information from her.

I have also learnt that the venue is very important, I chose the common room because I thought the students were on holidays, then one member of staff came for water during the process, this means that for my real interviews I need to look for a place where there will be no interruptions at all.

During the transcription of my pilot interview, I discovered that I do not need to transcribe everything that was said. For this learning process I did not need to, because I am focussing on content rather than details of interaction. I can take notes for my future interviews. From the pilot interview I have learnt that I should focus on content and not on how the interviewee interacts.

3.6.3 Content of the pilot interview

From the interview I have found that in many cases the social workers use case notes and they write reports for the supervisors and for other colleagues who might be involved in the case in future. Some of the reports have a format where the required information has to be filled in. The reports are written for other colleagues who might take over the case or for funding agencies to see the progress of the clients.

I have also found out that students have to write authentic assignments that will give them practice for the future. Unfortunately I did not have access to the assignment as the participant was still working on it.

3.6.4 Professional's interviews

Interviews are my secondary sources of data. They are used as triangulation to better understand experiences and contexts of the participants. The interviews with professionals were conducted in the offices of the selected social workers. Three interviews were held in council offices while the other three were at the community centre where the workers offices are based during the day (one office was used for

the three interviews). This was not an ideal location: other officers from the council kept on knocking even when the ‘do not disturb’ note was on the door. As Gillham (2000) puts it “those familiar contexts can also be inhibiting - quite apart from the distractions of other people” (p.8). Gillham (2000) explains that a place where the interview takes place is very important: the interviewer must consider the convenience of the interviewee. The workplace was the most convenient place for the social workers because they have to be available for their clients whenever they need them. Some interviews had to be rescheduled due to unexpected work and commitment, either the worker was out in the field attending emergency cases or they were with the clients. The following table presents demographic information of the professional participants who were interviewed, the initials used are pseudonyms.

PARTICIPANT	GENDER	QUALIFICATION	EXPERIENCE
B.B	F	Bachelor of social work	5 years
K.J	F	Dip in Social work	7 years
A.D	M	Dip in Social work	30 years
O.D	M	Ba + Ba Honors Psychology	6 years
O. N	F	dip in Social work	25 years
O.M	F	Bachelor of social work	3 years

Table 3.1 Demographic information of professionals interviewed

3.6.5 Students’ interviews

At the University of Botswana, two classes were identified and selected by the head of department. These were students who had gone for their internships in 2009 and 2010. One of the lecturers invited me to make a presentation of my text data: I presented my text findings to the class after which lecturer asked the students to volunteer. They then made appointments to sign the consent forms and make arrangements for the actual interviews. At first there were 15 volunteers, though only

seven turned up for the interviews, I then had to look for another group of students to have at least 12 interviewees. The second group of students recruited as plan B were fourth year students who were currently taking the Professional Communication course (GEC 112) that was taught by CSSU department at the time of the interviews. I accessed the students through the help of their course lecturer, the GEC 112 lecturer who sent them to my office for briefing about the study. Five students volunteered.

The researcher was temporarily given an office by the department of Communication and Study Skills Unit (CSSU) to use during the data collection period. All the students' interviews were conducted in this office. During the interview sessions there were no distractions at all.

The following table gives information about the 12 students interviewed. The first six had not been employed as social workers before, whereas the second six have worked as social workers before, they either had certificate or diploma before coming for their bachelor of Social work. The names given in the table below are pseudonyms.

name	gender	year	work experience
Linda	F	3	
Derby	F	3	
Kelly	F	3	
Rose	F	3	
Tracy	F	3	
Lucky	F	3	
Vero	F	4	26 years
Otis	F	4	10 years
Ken	M	4	8 years
Shato	F	4	16 years
Libby	F	4	24 years
Faith	F	3	10 years

Table 3.2 Demographic information of students interviewed

3.7 The nature of interviews

3.7.1 Interviews

Interviewing is one of the most frequently employed qualitative methods. Gray (2007) cites Cohen and Manion (1997) stating a number of distinct purposes for interviews for example, interviews can be used as a means of gathering information about a person's knowledge, values, preferences and attitudes. They can be used to test a hypothesis or to identify variables and their relationships, or in conjunction with other research techniques to follow up issues. In interviews, people express themselves freely rather than filling in questionnaires. In this study interviews are used as a follow up of text analysis.

I conducted interviews in order to investigate both participants' experiences in writing their documents and to clarify some issues identified in the documents collected. Interviews are particularly useful for getting the full story behind the participants' experiences. In the case of professionals and students, interviews help create a deep understanding of the situation from the participant's point of view and to uncover the meaning of their experiences in writing their case reports as well as clarifying some points in the texts collected.

Following Dornyei's (2007:136-8) recommendations on preparing for interviews and designing the interview guide, I prepared an interview guide. An interview plan was designed and discussed with other PhD candidates in the doctoral students' room in CAL. Similarly, analysis of the written documents was shared with a group of Masters Students in the department, they also asked constructive questions, some of which were added to the interview plan.

The interview guides were in a semi-structured format, obviously different for the professionals and the students. The semi-structured interviews were used for the purposes of gaining in-depth information for the study. The use of semi structured interviews gave me chance to use probes, follow-ups and the flexibility to change the questions where necessary because I was not confined by any rigid structure. I did not stick to the questions at hand which helped in giving participants freedom to express themselves. Semi structured interviews allowed me to change the questions depending on how the interviewees responded to my questions; this flexibility helped me gain more from the interview, I gained more by letting the interviewees express themselves, then follow ups of the questions led to more clarity as explained above that I was not confined by any rigid structure.

The interviews lasted between 20 and 25 minutes. The interviews were recorded on the condition that pseudonyms will be used when they are transcribed. As promised during recruitment, the hand written notes were in pseudonyms.

Richards (2003) states that; “the first step to any adequate analysis of interview data must be transcriptions” (p.81). I attempted to transcribe the first interview but I did not have the experience of transcribing and can understand why, as explained by Kvale (1996) “In most cases the tapes are transcribed by a secretary, who is likely to be more efficient at typing than the researcher” (p.169). I resorted to looking for a secretary to type the remaining interviews. The interviews are focused on content therefore the secretary was given instructions based on the experiences of the first typed interview as an example. The statements were to be transcribed verbatim, just as they are said in the tape. Emotional expressions like laughter, sighing and functional parts that have little relevance were to be omitted as the main aim was to get content and not how participants behaved. I asked the secretary to follow the

conversations as they were and not to change anything, and stressed the issue of confidentiality.

After each interview, I listened to the tape and checked the transcript to check if there were any points that needed to be clarified. All the 18 interviews were fully transcribed. Copies of transcripts were sent to the professional social workers while students' transcripts were emailed to them. The professionals were asked to go over the transcripts to check if there were any parts they would not want to appear in the transcripts but they all felt comfortable with them. All the professional participants were satisfied with what was written in the transcripts.

3.7.2 The language of interviews

Although the language issue has been stated in chapter 1, I am restating it here with relevance to interviews. In Botswana there are currently two official languages; Setswana and English, there are also other languages used in different parts of the country. Official documents and academic assignments have to be in English, but in speech, code switching is usual. Nyathi-Ramahobo (2000) states "English is the official language of Botswana. It permeates the social, economic and cultural lives of all educated Batswana and the government prefers the use of English to any other language in the country. Setswana is the main language of Botswana" (p.9). The use of Setswana implies the ability to translate social values, traditions and beliefs that are relevant to a case effectively from Setswana to English. The students have to be familiar with the culture in order to translate values or beliefs that they have from the clients and this has to be clearly written if the reader of the report does not have a Setswana background. Setswana and English are perceived differently in some contexts. For example; some disease names are difficult to translate to Setswana as they are perceived differently in the two cultures. Kwashiorkor, is a condition which

refers to a malnourished child in English or medical terms while in Setswana it is something else. (Interestingly it is believed to be caused by one of the partners being unfaithful, extra marital affairs and this has to be treated traditionally).

As a bilingual researcher, I set up the interview guides in English, but during the interview sessions, the participants switched codes between English and Setswana. For research interviews in bilingual settings it is very common for participants to switch from one language to the other especially if the two participants understand both languages. Temple and Young (2004) state that “the choice of when and how to translate is in part determined by the resources available to the researcher-for example whether she can speak all the languages involved...” (p.174). Code switching was not a challenge in transcribing as the interviews were transcribed as they were and it did not affect the meaning of the interviews as the researcher understands what is being said, In addition to that because of the influence of English to Batswana most of the words used are borrowed from English and this did not affect the meaning of what was said. Setswana was not translated for the purpose of analysis, but when extracts are presented in the thesis translations are provided. See the example below:

Extract 3.1

Unity: When writing these documents, translating from Setswana to English, did you face any problems?

Faith: Ee mma.[yes ma'm] Ee mma. Kana nna [you know] if I am interviewing my clients especially the children, there are some ways that I will use or like if I am asking the old lady or the caregiver I will ask the caregiver gore [is this your biological child?] (Aa ke ngwana wa gago?) ka Setswana.[in Setswana] Kana in Setswana we have to be polite whereas in English we ask is that your real child? Your biological child? Where is the father? [interview with Faith 17.2.2011]

Setswana words used in this extract (see Italics) do not affect the meaning as the interviewee repeats what she says in English.

3.8 Issues of access and ethics

The process of data collection was discussed in section 3.5. In this section I comment on the ethics of my procedures using Lipson's (1994) framework. Lipson (1994) groups ethical issues into informed consent procedures; deception or covert research; confidentiality towards participants, sponsors, and colleagues; benefits to research participants over risks; and participant requests that go beyond social norms. I will now discuss these issues in detail with relevance to this study, taking each group of participants in turn.

3.8.1 Professionals

3.8.1.1 Deception or covert research

Deception might be a tempting possibility where data cannot be obtained by other means. For example Lipson (1994) states that 'if the behaviour to be observed may be stigmatized', it might be difficult to obtain such data. This is a potential issue when research participants are asked about their academic or professional institutions – participants may be suspicious that the researcher is seeking to uncover problems and make them public in such a way as to portray the institution in a bad light. My intention was not to do this, and it was important to convince the participants of this. Lipson (1994) rightly explains that it is important for researchers to be open about their research and to check with the informants the type of information that can be made public.

3.8.1.2 Confidentiality towards participants, sponsors and colleagues

Data collected from professional social workers in this study is highly confidential. The data includes cases where social workers consult their clients and write reports about their clients' problems that should not be seen by third parties or by people who are not entitled to see them. The issue of confidentiality was discussed with the participants and it was agreed that they hide the names of people and places in the reports to be collected. In reports where names appear I should use pseudonyms.

Confidentiality is also an issue for the social workers themselves. Again, I agreed with them that pseudonyms would be used when reporting on their interviews, and that their identities would not be made public.

3.8.1.3 Benefits to research participants over risks

There are no possible risks to social work clients, as their identity is not known to the researcher and I will have no contact with them.

Risk to the social workers is a potentially more serious issue, in that if they were considered to have acted inappropriately by talking to me, they could find themselves in difficulty. This was an important reason to get permission from gate keepers first. The officers have signed consent forms for interviews only because the materials collected were from the social work offices and it was authorised by the chief social worker. Participants had the opportunity to examine and approve transcripts; therefore to ensure for themselves that nothing was written about them which they found threatening.

The social workers will benefit from participating in this study as it will give them an opportunity to reflect on their work and to pass on the information that will be

beneficial to the Department of social work in the University of Botswana as well as helping the students to improve their writing skills.

3.8.1.4 Participant requests that go beyond social norms

There is in principle a possibility that participants might ask the researcher for access to data from others, which would have to be refused. It has therefore been made clear to everyone that the documents collected in this study are highly confidential; they cannot be passed on to anyone, under any circumstances. It is stated clearly in the University of Warwick ethics form that the information collected should not be passed on to a third party except for the purpose of the research.

3.8.2 Students

I am also using Lipson's framework to describe the ethics of my procedures for obtaining data from students at the University of Botswana.

3.8.2.1 Deception or covert research

In principle, similar issues to the professionals could apply. A researcher who was seeking to uncover problems in the school may feel a need to deceive the students. This was not my intention.

The first set of textual data that I collected was written by students who had already graduated; therefore their permission could not be sought. I do not consider this covert research as I had permission from the university authorities and the writers of these reports had long finished their studies. The names of the students were on the reports, but I changed them to pseudonyms.

The reports collected from the students already used pseudonyms. It was not important to know the names of the writers so when typing the documents the pseudonyms were maintained.

3.8.2.2 Confidentiality towards participants, sponsors and colleagues

As in the case of the professionals, two aspects of confidentiality are important – confidentiality regarding the identity of student participants themselves, and confidentiality about clients referred to in their reports. The second point was not an issue because the student writers had already used pseudonyms for their clients, in accordance with the conventions of the university. Then regarding the first point, students were assured when they were recruited and signed consent forms that their names would not be revealed. Even when taking notes during interviews pseudonyms were used. As it is explained by Lipson (1994), “Another way of protecting information that the researcher perceives as potentially damaging to informants is to omit such information from one’s field notes, or certainly from one’s published reports” (p.349).

3.8.2.3 Benefits to research participants over risks

Student participants were at first concerned about risk. Even when the students were assured that I had permission from the department it was difficult to access them as they kept on saying that they are dealing with confidential issues. The students were concerned providing me with data might jeopardise their careers. I had to assure them that I had permission from their office before I could access any data.

3.8.2.4 Participant request that go beyond social norms

Again, the only issue that I could anticipate would be that participants might ask for access to unauthorised data. As stated in the previous section, I do not anticipate showing or revealing students’ data to the lecturers or discussing students’ data with the professional social workers.

3.9 Approaches to genre analysis

Bhatia (1993) outlines seven steps to analysing genre. This is an influential plan for locating texts within social practices in the ESP tradition. Though not all researchers use the steps as they were first written, they provide insight into the range of ways ESP genre researchers can conduct genre analysis in both academic and professional contexts. This process, in an adapted form, informs the methodology used in the present study.

The steps are:

- Placing the given text in a situational context,
- surveying existing literature,
- refining the situational analysis – involves the researchers understanding of the genres discourse community, selecting an appropriate corpus,
- studying the institutional context – the researcher conducts an ethnography of the institutional context,
- levels of linguistic analysis- moves from context to text suggesting levels of linguistic analysis including analysis of lexico-grammatical features, textualisation,
- Structural interpretation of the text genre and specialist information in genre analysis – to verify findings. (Bhatia 1993:pp.22-30)

As can be seen, Bhatia's steps suggest that the researcher needs access to minimum texts, interviews and contextual data in order to analyse a genre. Suggested relevant steps adapted from Bhatia (1993) above will be fully discussed in the relevant analysis chapter, but for the moment, I will outline my approach to texts and interviews.

3.9.1 Text analysis

This is a key part in this research. The documents viewed occurred in a natural setting, and already existed before this study. There are two aspects to the text analysis: macro-level move analysis, and micro level transitivity analysis.

3.9.1.1 Move analysis

One of the analytical approaches chosen for this study is move analysis in the tradition of Swales (1990) and Bhatia (1993). Swales' approach is widely recognised as a model for the analysis of moves in genre studies and it has been applied in many genre studies as discussed in my literature review chapter. (For example; Pintos dos Santos, 2002, Flowerdew and Wan, 2006, 2010, Gimenez, 2006).

Swales (2004) explains that "A move in genre analysis is a discoursal or rhetorical unit that performs a coherent communicative function in a written or spoken discourse" (p228). Dudley-Evans and St John (1998) state that

A 'move' is a unit that relates both to the writer's purpose and to the content that s/he wishes to communicate. A 'step' is a lower level text unit than the move that provides a detailed perspective on the options open to the writer in setting out the moves in the introduction. (p.89)

In my own research, textual analysis sets up categories (moves) that reflect the communicative purposes of the reports investigated.

Move analysis will be discussed in detail in the analytical chapter where I demonstrate how it has been applied. In the next section I discuss a more detailed linguistic focus which is also used to analyse the texts.

3.9.1.2 Transitivity

Bhatia's (1993) step six, levels of linguistic analysis, is followed to see how language is used to realise the moves identified in the texts analysed. To analyse the language choices within the moves, I am employing Halliday's transitivity framework, which enables analysis of the clause in terms of who is doing what to whom. Halliday (1985) states "Transitivity specifies the different types of process that are recognized in the language and the structures by which they are expressed" (p.101). A full discussion of the transitivity is given in the analysis chapter 4.

After introducing a macro and micro perspective to text analysis, the next section discusses analysis of interviews in relation to the texts analysed.

3.10.1 Qualitative content analysis

Qualitative content analysis is one of numerous research methods used to analyze text data. It is also a widely used qualitative research technique. (Hsieh and Shannon, 2005) Patton (1990) defines content analysis as "the process of identifying, coding, and categorizing the primary patterns in the data" (p.381). Hsieh and Shannon (2005) go on to explain that research using qualitative content analysis concentrates on aspects of how language is used as communication with more attention on the content or contextual meaning of the text. Content analysis can be used with interview data (Hsieh and Shannon 2005:1278).

Downe-Wamboldt (1992:314) cited by (Hsieh and Shannon, 2005:1278) state that the goal of content analysis is "to provide knowledge and understanding of the phenomenon under study". In this study qualitative content analysis is used to analyse interview transcripts to gain more insight about how and why the investigated texts are written.

Content analysis can be epistemologically and methodologically qualitative, as well as constructivist because of how the researcher interprets the content. Different authors use different names to refer to this approach and this might be confusing to novice researchers like me. Braun and Clarke (2006) call it ‘thematic analysis’ while Zhang and Wildemuth (2009), Hsieh and Shannon (2005) and Graneheim and Lundman (2004) call it ‘qualitative content analysis’ Hsieh and Shannon (2005) define qualitative content analysis as “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns” (p.1278). Braun and Clarke (2006) define thematic analysis as “A method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail” (p.6). The procedures of thematic analysis are more demanding compared to content analysis which can use a much simpler ordering of data.

Qualitative content analysis will inform this project through interpretation of social work and students’ interviews which will be used to further clarify what is also interpreted from the written data. Hsieh and Shannon (2005) go on to say that “content analysis focuses on the characteristics of language as communication with attention to the content or contextual meaning of the text” (p.1278). Zhang and Wildemuth (2009) build on this, stating that “samples for qualitative content analysis usually consist of purposefully selected texts which can inform the research questions being investigated” (p.309). They go on to explain that “qualitative approach usually produces descriptions of typologies, along with expressions from subjects reflecting how they view the social world” (p.309).

This will aid this study in the sense that the opinions and experiences of both social workers and the students will be used based on questions they were asked during the

interview. The interview transcripts will be analysed following the steps taken in content analysis in context of the research objectives.

3.10.2 Directed content analysis

Hsieh and Shannon (2005) identified three approaches to coding within content analysis: conventional content analysis, directed content analysis and summative content analysis. In directed content analysis, the analysis starts with relevant research findings as a guide. Although systematic coding was not actually a strong part of my analytical process I used the directed content analysis as it fits what I wanted to achieve, Zhang and Wildemuth (2009) explain that in directed content analysis “initial coding starts with a theory or relevant research findings” (p.309). Clearly I started with research questions in mind such as “What are the types of documents written by social workers?” and as such it is clear that I have also had in mind some predetermined themes around the bulk of my research questions which are echoed in the interview plan.

I used Interview questions to determine the themes in the data collected as illustrated below. Some of the questions are:

- Please tell me about the types of documents that you write in your day to day work?
- What is a social enquiry report?
- When is it written?
- Apart from reports what other documents do you write?
- What do you think are the key challenges to writing these documents?

3.10.3 Working with data-analysis

The first step was based on the aims and objectives of the interviews and the research in general. I looked at the transcripts from one group of the interviews; I read through the passages and highlighted important or relevant passages that were answering the main interview questions by adding informative labels (Dornyei 2007).

Extract 3.2

Ok. You talked about a social enquiry report. Can you tell me what it is?

Social enquiry report; this is a tool that we use to determine whether a client is eligible to or qualifies or qualifies to be registered as a destitute, but e nale di-section tse e leng gore o tshwanetse gore o di covere mo teng [**it has some sections that have to be covered**] like the home environment le the social background, the economic background of the client, jalo jalo [**and so on**] . [Interview with A.D 28.2.2011]

I then proceeded to the next step by drawing tree diagrams on individual topics identified from the data. (See appendix 4) As illustrated in the appendix, the tree diagrams are hand written but here I give a computer generated drawing as an example.



Figure 3.1 tree diagrams of interview questions

After this round the transcriptions were read again to identify emerging topics. This is relevant to this study because interviews were used to support documents. The themes were derived mostly from the aims of the interviews. Although the themes were mainly derived from the interview questions, emerging issues were also noted.

3.11 Combining textual data analysis with interview data analysis

The present study uses text analysis and interviews; each research tool has been discussed in the earlier sections. The purpose of using the tools and how they were implemented is also discussed above. In this section I would like to explain how text analysis and interviews can be considered as triangulation.

Bryman (2004) states that “triangulation entails using more than one method or source of data in the study of social phenomena” (p.275). Denzin (1978:295) identified four basic types of triangulation: data triangulation, investigator triangulation, theory triangulation and methodological triangulation. I will not discuss the first three as they are not relevant to this study, but the methodological triangulation, which is “the use of multiple methods to study a single problem”. (Janesick, 2000:391) is the most relevant type used in this study.

The use of triangulation helps to give a more convincing approach to the findings because it is seen as an “effective strategy to ensure research validity” (Dornyei 2007; 165). Patton (1990) explains that studies that use one method are less reliable than those that use multiple methods where the different types of data provide “cross-data validity checks” (p.188). The use of triangulation can help to uncover information that may have not been discovered in the other data collection technique. For example in this study interview questions were used to clarify some issues that were identified in the texts analysed.

In this study, text analysis was used to identify the types of genres and the functions of these genres as well as how the clients are represented. The texts were also used to explore if there are any similarities in the documents written by the two groups investigated.

Interviews gave information about contexts of writing and use as well as the feelings of the writers. The main aim of interviewing the professionals was to understand more about the documents they are working with and the contexts in which they produce them. The interviews were to seek a fuller picture of how and why the texts are written the way they are and if the participants were trained to write the way they

write. I also interviewed social work students in order to identify the types of documents they write during their fieldwork and share their experiences in writing these documents.

The benefit of methodological triangulation is that, through interviews, I managed to get information that could not be accessed by the use of texts only. Nesi and Gardner (2012) used triangulation of interviews and texts to inform their “decisions regarding the classifications of corpus holdings” (p.10). Woodward-Kron (2004, 2008) also used triangulation in both articles where she explains that she used marker feedback and interviewed students and tutors, then in 2008 she used students’ assignments and interviewed both students and tutors, and these have contributed to a provisional account of critical analysis in the writing of undergraduate trainee teachers in her research.

Text analysis can be used together with content analysis. Hardy, Harley and Phillips (2004:19) argue that discourse analysis and content analysis are two methods that are based in “different philosophical camps” and play very different roles in social science research. They also believe that the two methods can be used together in exploration of social reality and the two methods can be complementary.

I am using the two methods to triangulate my data. In dealing with context Hardy et al. (2004) state that “the analysis must locate the meaning of the text in relation to a social context and to other texts and discourses” (p.21). They go on to illustrate that “Categories emerge from data”. However existing empirical research and theoretical work provide ideas for what to look for in the data and the research questions also provide an initial frame.

3.12 Criteria for evaluating qualitative research

In this section, I am discussing how I have employed different means in assuring the research quality in terms of trustworthiness. In order to discuss the evaluation of qualitative research, I will discuss Lincoln and Guba's (1985) notion of trustworthiness. This has four elements: credibility, transferability, dependability, and confirmability.

3.12.1 Credibility

Credibility relates to how the reconstruction of the research fits the truths and views of the participants: it involves establishing that the results are credible; the participants are the ones to determine the credibility. Bryman (2004) suggests "submitting research findings to the members of the social world who were studied for confirmation that the investigator has correctly understood that social world" (p.275). The initial findings of textual data were presented and discussed with the social workers before the interview sessions were conducted. The presentations motivated the participants to volunteer for the interviews. The participants were also given copies of transcribed interviews to comment on. A copy of the findings of this study will be sent to the participants in order to establish the credibility of the report. The initial findings of text analysis were already discussed with social work students when recruiting participants for interviews. The copies of transcribed interviews were sent by e-mail to individual participants.

3.12.2 Transferability

Transferability means that what was found in one context by a piece of qualitative research is applicable to another context. It refers to the degree to which the results of qualitative research can be generalized to other contexts. People in different

contexts have to decide about relevance of the results. Bryman (2004) explains that qualitative findings tend to be oriented to the contextual uniqueness and significance of the aspect of the social world being studied. The researcher can enhance transferability by doing a thorough job of describing the research context and assumptions central to the research. Lincoln and Guba (1985) explain that, “The responsibility of the original investigator ends in providing sufficient descriptive data to make such similarity judgments possible” (p.298). Merriam (2002) explains that transferability is a matter of providing “enough description and information that readers will be able to determine how closely their situations match and thus whether findings can be transferred” (p.29). I will provide rich data sets for other researchers to make judgements about the finding’s transferability to different contexts. The findings of this study will be clearly explained or will be made accessible to other researchers or to people in the social work field.

3.12.3 Dependability

Dependability which is similar to reliability emphasizes the need for the researcher to account for the ever - changing context within which research occurs and to provide a full audit trail. Schwandt (1997) states that auditing is “a procedure whereby a third-party systematically reviews the audit trail maintained by the inquirer” (p.6). In this study, the recorded materials such as cassette tapes, interview transcripts, and interview guides, as well as lists of interviewees (Pseudonyms) that were used during the collection and analysis of data will be available to examiners if necessary, original documents will not be available as they contain life stories of the clients. (Or they will be available with pseudonyms). The notes about research procedures will also be presented. Original texts that were typed and collected from

participants as well as interview tapes and transcripts are kept in an accessible manner for ease of reference when there is need.

3.12.4 Confirmability

Confirmability which is similar to objectivity is concerned with the fact that the data and interpretations of an inquiry were not merely figments of the inquirer's imaginations it is the degree to which the results can be confirmed. The participants will be given the opportunity to view the results of this research as it was stated in the permission letter for access into the participants' offices. The results will be taken back to the participants to confirm if participants recognize, understand and accept the researcher's description.

3.13 Conclusion

This chapter demonstrates how a qualitative research paradigm with an interpretive and descriptive focus was selected and implemented for this study. Interviews gave information about contexts of writing, use of the texts as well as the feelings of the research participants. The main aim of interviewing the participants was to understand more about the documents they are working with and the contexts in which they produce them. Ethical issues were observed and exercised in line with both national and international standards and these involved issues of anonymity and confidentiality (by using pseudonyms) for participants. Precautions were taken to protect the participants as much as possible. Triangulation of genre analysis and interviews enabled me to attend to issues of validity and reliability of the study. It can be seen from section 3.10.2 that analysis of the data for the current study following the Qualitative Content Analysis tradition was mainly deductive (from the research questions and literature) but with a small inductive element from the data.

The analytical approach used in this study is the move analysis from the ESP school. Then Halliday's transitivity framework will also be used to explore how clauses are used in the moves identified. The main aim of using this analytical tool is to investigate how language is used by the two groups studied to represent their clients and to express themselves.

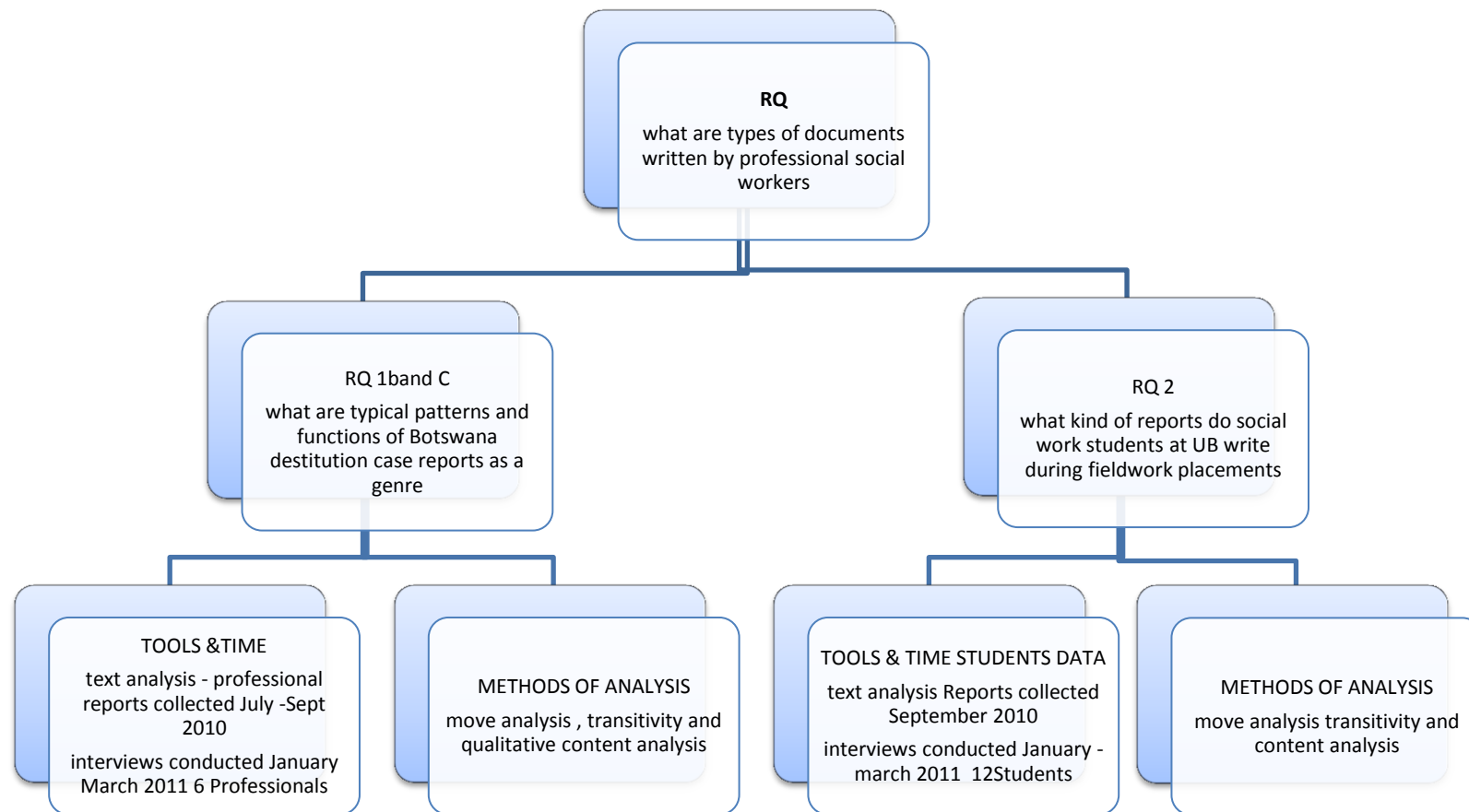


Figure 3.2 Overview of Research

CHAPTER FOUR: PROFESSIONAL SOCIAL WORKERS

DESTITUTION REPORT AS A GENRE

4.1 Introduction

I am presenting the findings of Professional social workers reports. I focus on a particular genre, the destitution case report. To do so, I will first describe preliminary texts that are used by social workers to assist destitute persons. Secondly, I will discuss the relationship between these preliminary texts and the formal destitution reports; I will focus on the destitution report fully looking at how language is used to represent clients in these reports. I will also discuss how moves fit with the overall communicative purpose of the report. Lastly, I will focus on the experiences of the writers from the interviews. In interviews where the participants used Setswana, I provide my own translation which will be indicated in bold immediately after the Setswana word/s. Different fonts will also be used to differentiate interview extracts and case report extracts. Interview extracts will be in *Italic Calibri* font size 10 and case reports will be *Times Roman Italics*.

4.2 Intertextuality

A key theoretical concept that informs the analysis of preliminary texts is intertextuality, that is examining the preliminary texts (case register, home visits, destitution policy and intake sheet) as they are related to the main reports and influenced by policies that guide the production of those reports. Hoey (2001) explains that “Some narratives... make use of intertextuality, the relationship a text forms with previous texts such that the production of the later text is in some respects affected – and the understanding a reader makes of it is likewise affected by

these earlier texts” (p.43). While Hoey is very general, I am dealing with a much more concrete sort of intertextuality, where I am investigating the relations between different stages of writing preliminary texts and the final text. Widdowson (1993) argues that no text is autonomous. To him, specific situated texts result in part from the many discourses and texts which precede them. Hall (1997) explains further by saying that “Texts refer to other texts, but also to other occasions of the use of texts and relations between texts and readers” (p.145). This is demonstrated by the texts that social workers use before and during the production of their reports as well as the readers of these reports. The next section discusses preliminary documents that are used by the social workers before they write the destitution report.

4.2.1 Preliminary texts

Before the actual report is written there is an initial meeting with the client, Day (1972) explains that “People who require help with personal and social problems go to social agencies in a variety of ways” (p.17). The client can be referred or will visit the office on their initiative depending on the issue at hand. At the initial meeting, the social worker records the contact in a case register which is usually a note-book. This information is handwritten and the notebook is always in the office for all the officers to use when clients come in.

4.2.2 Case register

Client's name	Gender and date of Birth	Identity Number	Caregiver	Ward	Nature of case	Comments	Officer

Table 4. 1 headings in a case register

This is a gate-keeping stage: if the client does not pass this stage the case will not proceed, that is, there will be no follow up or no report. For example if the identity card which is known as ‘o mang’ is not produced there will be no assistance until it is produced. On rare cases the client can be assisted in this session and no follow ups needed. The information provided here will also determine the type of case and, the section “nature of case” helps the social worker consider the kind of help that they would recommend at this stage or how to categorise the case. The case register determines what the social worker looks for in the home visit. The case register is also a helpful document because as stated in the interview, other officers can use it to help the client if the officer who assisted is not in the office.

4.2.3 Home visit record

When the social worker has collected all the relevant information from the client, the next step will be a home visit where the social worker observes the environment of the client in order to complete necessary information for the social enquiry report. The home visit record will include information detailed in the table below:

Date	name of beneficiary	category	observation/remarks
------	---------------------	----------	---------------------

Table 4. 2 Home visit record

During the home visit, the social worker uses a form called intake sheet to collect details of the case. (See discussion below and Appendix 5 for an intake sheet form). When all details are collected, the social worker then writes a detailed report. The recommendations are based on the policy relevant to the case, for example destitution policy or child act.

4.2.4 The intake sheet

The intake sheet is a form that is used by social workers to gather information from the clients. Sarangi and Slembrouck (1996) explain that “forms have an information seeking function. They are often after the same information (e.g. personal particulars and education)” (p.129). The intake sheet is divided into 11 sections which are listed below.

1. **Referred by:** Whoever referred the client to the office.
2. **Presenting problem:** Type of case e.g. destitution or child custody
3. **Client’s particulars:** All details of the client which usually appears in the social enquiry report.
4. **Place of origin:** This includes the name of the chief, councillor, headman and even the religious denomination of the client.
5. **Children:** Details of children and their occupation
6. **Siblings:** Details of siblings and their occupation
7. **Relatives to be consulted:** details of relatives who will provide relevant information about the client in interviews
8. **Any other regular assistance received from voluntary organizations, individuals or government:** – Other sources of assistance received by the client.
9. **Case history:** History of the case or what motivated the client to consult the office.
10. **Assessment:** divided into three sections: Probable causes, home environment and remarks declared by relatives or neighbours
11. **Recommendations:** The officer makes recommendations.

Finally, at the bottom the interviewing officer has to sign the form and write date.

Although the subheadings are in English, the interviews are conducted in Setswana which means that social workers translate the form and fill the form in English.

Extract 4.1

Unity: What language do you use with the clients?

B.B: Setswana. Most of our clients are Batswana

Unity: So when you consult these clients, do you take notes?

B.B: Yeah. We have an intake sheet; we would write everything - the social enquiry. Ke gore (**that is**) you take the intake sheet ha o dira (**when you do**) your interviews, you write there. From there you translate the information into the social enquiry report. [Interview with B.B 9.3.2011]

Unity: So in this intake sheet, they answer in Setswana and what language do you use to fill in the intake sheet?

B.B English. That's why we are always struggling, we take Setswana to English. [Interview with B.B 9.3.2011]

As illustrated by the interview above the intake sheet forms the basis of the report. However it acts as a guideline, there is no obligation to fill in all the sections in the intake sheet. On completion the intake sheet is saved or stored in the client's file. As stated by K.J. in the interview

Extract 4.2

Unity: Are these documents that you write going into the client's file?

K.J: What goes into the client's file is the intake sheet, we have the intake sheet; ke yone e leng gore ke dira di-interview ke guidiwa ke yone. [**It guides me when I conduct interviews**] Go bo go nna le the report ya client, [**then there is a client's report**] ha ele gore gongwe ene ele case e e tlhokang [**if it's a case that needs**] supporting documents, they also go into the client's file. [Interview with K.J 25.2.2011]

Unity: Can you describe an intake sheet for me?

K.J: Intake sheet has particulars of the client, particulars of the children of the client, or siblings, and the section where you show interview of other members of the family and where you ask the client about the type of assistance the client needs. Then there is the case history where you build the contents of the Social enquiry report where we include social background, health status and environment, then assessment findings and lastly the recommendations. [Interview with K.J 25.2.2011]

This clearly shows that the intake sheet collects two types of information, the factual data and the most prevailing parts in the factual sections are particulars of the client

which includes names of the client, date of birth, place of birth, education, national identity number, occupation address, church denomination and the marital status of the client. The interpretive sections include detailed information such as; introduction, health status, home environment, economic status, observation or assessment and recommendations. The information collected will then be used to develop a social enquiry report.

4.2.5 Definition of destitution person by the revised Policy

I will now present the definition of destitution persons by the revised government policy that guides social workers in their intervention. The destitution policy is another text that contributes to the intertextual relationships of the documents written by social workers. The content and recommendations made by social workers is focused on the content of the policy as illustrated in the definitions below:

According to the revised destitution policy (2002) a destitute person is

a) “An individual who, due to disabilities or chronic health condition, is unable to engage in sustainable economic activities and has insufficient assets and income sources” (p.4). This definition influences the social workers to make decision whether their clients should be recommended or not. The policy goes on to explain insufficient assets and income sources as;

- i) Possessing not more than four livestock units as the case may be, or
- ii) Earning or receiving an income of less than P120.00 per month without dependents or less than P150.00 per month with dependents. (p.4).

b) An individual who due to:

- i) Old age or
- ii) Mental or physical disability, as determined by a health practitioner, recognising that disability does not necessarily mean inability, or

- i) Emotional or psychological disability, as determined by a social worker, or
- ii) Being a terminally ill patient, and having no other means of support, is incapable of engaging in a sustainable economic activity and has unreliable and limited sources of income (pp.4-5).

4.3 Relationship between destitution reports and preliminary texts

The definitions given above guide the social workers to write the contents of the moves found in the reports. The policy connects with the overall purpose in the sense that social workers write their reports in order to meet the descriptions or recommendations made in the policy. It is important to look at how particular moves are written in order to achieve the goals as will be discussed in the following section describing how the moves fit in the overall purpose (for example the chronic health conditions are discussed in move three, while the income and assets are discussed in move 4). This will be discussed in the next section on how the policy influences the social workers to make their recommendations. The social workers make the recommendations based on what the policy defines as a destitute person. This is done irrespective of the current economic status in the country because the policy was revised in 2002 long before the recession. At times people who are not recommended in these reports deserve to have been recommended. Unfortunately their status will not be included in the descriptions in the destitution policy. It is not adequate enough to use the criterion of livestock possession because a person can have four livestock units and still need to be helped.

Although Batswana are communal society, it is difficult for people to depend on siblings as their siblings also have their families to take care of. There is an economic change that affects the contributions or relationships in households in terms of financial support. For example; in the current life situation, four units of livestock cannot sustain a family. P120 or P150 may be not sufficient as prices have

gone up. Therefore there should be some other criteria that the social workers use to help the clients to benefit or not benefit as destitute persons. Based on the current economic situation, the social workers should base their recommendations on the number of dependents rather than just suggesting a lump sum of money. They should focus on the needs of the clients whether it is food shelter or any other form of support. They have no choice but to follow what is recommended in the policy as explained below. For example when asked about how they make recommendations:

Extract 4.3

What sort of things helps the client to be assisted? Can I cite an example; in the case where there was a family that was earning P800 a month and that was the income for the whole family, and the person was not recommended to benefit as a destitute person.

OD: We are guided by the guidelines that guide us and we also have this thing ...what do we call these things, how can I forget? I forgot the right word but it's a booklet kind of, with regulations, with terms and conditions that explains what a destitution person is. For example, in Botswana a destitute person, when you talk of monetary terms it's somebody who is earning not more than P120 without dependents. With dependants I think it's around P150 or less. So just see now, when you talk about 800 bucks, that person is way out of the set cut point.

What was the criteria for that because right now, P100 buys 5 things from the shop?

O.D. Yah, that's the unfortunate thing about this, I think this thing needs to be reviewed if you ask me. It's something that was developed in 1994-2004, I'm not very certain about the years, but that's the date that I think. [Interview with O.D 22.2.2011]

The description made by K.J in the interview discussed in the intake sheet section 4.2.4, clearly indicates that the intake sheet builds up the content of the social enquiry report. It also shows why there is a difference in the way the social enquiry report is written because individuals interpret the intake sheet differently as verified

by interviews above. It also poses challenges to the social workers as they have stated that they conduct the interviews in Setswana and have to write the documents in English. Tsang (2007) claims that, in social work there is an inherent incompatibility between “the oral mode of direct practice and the literate mode of written communication for professional and administrative purposes” (p.53). Some of the sections of the intake sheet determine (provide information for) the moves that are identified in the destitution report. For example all the details in section 3 are move 1 in the reports. Section 5 and 6 provide the social background of the client which is move 3; section 10 provides information for move 6 while section 11 is recommendations which are found in move 8 in the reports.

There is a relationship between the documents discussed above; the procedure for writing the report will not be adequate if one of the documents is not used. They tend to rely on one another, that is, there cannot be a home visit without a case register, and the social worker cannot come up with a detailed report if there was no home visit or no intake sheet. Further the destitution policy entirely guides the facts to be included in the report as well as the structure of the report. In what follows, I will first briefly discuss the structure of the reports before looking at what determines whether the client can be assisted or not as stated in moves.

4.4 Destitution reports

I have looked at 64 destitution reports written by social workers. These reports are written specifically for the social welfare office. The reports are written by social workers after an assessment of the client to determine whether the client can be included in the destitute care programme, whereby s/he will be assisted by provision

of food and some basic needs. Destitution reports aim to assess the welfare of the client to check if they really need support from the social welfare office.

4.4.1 Description of the structure of destitution reports and preliminary texts

The content of the reports is divided into subheadings but not all of these are fixed. There is possible variation between reports about which subheadings are included and, within limits, in the order in which they might appear. From an examination of 64 destitution reports I have found the following subheadings:

- **Profile of the client:** the personal details of the client.
- **Background information:** a brief history of the client and what may be the source of the problem.
- **Health status:** Health issues of the client will be stated in this section.
- **Economic status:** Whether the client is employed or if there is any form of income that the client receives.
- **Home environment:** Brief description of the client's home.
- **Educational background:** whether the client has been to school and how far the client has gone as far as education standards in Botswana.
- **Assessment findings:** The social worker has to state the findings that will help in decision making and in recommendations.
- **Recommendations:** To suggest whether the client need support or not based on the findings from the subheadings discussed above.

The structure and format are not fixed and subheadings are found at different parts of the reports depending on the writer. Report structures differ but they all contain essential information for the reader to make decisions about the client. This was clarified by interview questions such as “Is there a format for writing the reports?”

and “What goes into the reports?” The extracts below explain the differences in formats. I have included my translations where the interviewees used Setswana. A full script of an interview sample is provided in the appendix. (See appendix 2)

Extract 4.4

Unity: Is there a format that you have to follow when you do a social enquiry report?

O.D: A format? There is but I’m one of the people who is not into formats. Because my belief is when I sit down and write a report, I have to be comfortable writing that report in a manner that it would be best portraying the case and what I’m doing. I think it also differs with the kind of case like if you have seen the destitution reports. The pattern is almost the same, you have the introductions, social background, economic status and stuff. [Interview with O.D 22.2.2011]

Extract 4.5

Unity: Let’s talk about those subheadings that you are supposed to include. Why do you need a socio-economic status of the client? (Subheadings to be included in reports)

B.B It’s basically to find out the capability of the client, the source of income and who is contributing in order to come up with a conclusion.

Unity: Why do you need the health status?

BB. Health status is to check if the client is well and if other members of the family are fit to work, and if the client is not well how are other members affected by the condition of the client. [interview with B.B 9.3.2011]

Unity: Again when I look at these social enquiry reports, I find that it’s like you have different ways of writing them. Is there a particular format that you are supposed to be following? Like if you look at this one there is health status, there’s assets, home environment, interview the supervisor then findings, but in some cases you won’t have assets, you just have socio-economic background, health status, home environment and the assessment findings.

BB: There is a layout like you have been saying, there is just a layout but it depends on the individual as in the officer; how far does she dig for information in a client. But ke raya gore **[I mean]** a thorough one would include di-assets; everything. It’s just that some people just do a shoddy job.[interview with B.B 9.3.2011]

The responses above clearly indicate that there is a format or template to be used when writing the reports but because of the experiences of the social workers as O.D puts it “the report has to be in a manner that will be best portraying the case.” Therefore some subheadings might not be included but the purpose will still be achieved by use of different techniques employed by the social workers. It may be implied that the structure and content of the reports depend on how the social worker wants to argue the case or how they want to represent their clients so that they get assisted.

I have also observed that from the 64 reports analysed, social workers use different names for subheadings that have similar purposes to those found under different subheadings elsewhere. For example, while one worker will use the subheading “home environment”, another will call it “shelter”, for “health status”, some will just use “health.” The other difference is assessment, assessment findings or assessment observations. Other officers support their recommendations by quoting the destitute policy while others just refer to their findings.

4.4.2 Contexts of reports

The social worker is prompted by the client visiting their office, they then do home visits before writing the final report. In the reports, I have observed that the social workers use observation skills to help them come up with clear and well defined reports. Healy and Mulholland (2007) explain that “the case record is an example of information, as it normally include observations about an event in terms of the implications for social work assessment and intervention” (p.33). In these reports there are facts, but appealing statements and examples are also given to strengthen the cases. The social workers are also influenced by the recommendations in the Destitution policy.

The actual content of the reports is personal statements about the clients; the reports are very confidential as they narrate stories about people. In Botswana HIV/AIDS status is regarded as highly confidential. In some of these reports the social workers have to give the status of the clients. They are entitled to know as it is part of their work. The evidence in the reports is taken from the clients as they narrate their situations. The social workers are narrating the stories on behalf of their clients. They tend to describe the issues they are dealing with in details. In most reports complete sentences are used.

I have observed that it is the norm to use descriptive language in this type of genre. They describe people they attend to; they also describe the homes and even the mannerisms of the clients. See extract 3 case 49 below. These descriptions tend to distance the social workers from what is happening. More specifically, they clearly have to refer to their clients, point out where they do not agree with what the client is saying, and they have to explain their observations. The descriptions are also used to strengthen the case whether it is to support or deny the client the benefits. I will now describe the moves identified in the reports.

4.4.3 Moves in destitution reports

In this type of genre, social workers produce moves that are obligatory in order to provide facts that will strongly support their recommendations. The relationship of illocutionary moves to the overall communicative purpose of a genre is well articulated using the terminology of speech act theory by Bazerman (1994) “The various smaller speech acts within the larger document contribute to the macro speech act of the text, and each of the sections must carry its weight” (p.89).

The information provided in each move is very important as it gives evidence of the status of the client. The final decision is based upon what the social worker has written in the moves. From an examination of 64 destitution reports, I would argue that the following labels describe moves of this genre:

Move 1. Record the client's particulars

Move 2. State the purpose of the report

Move 3. Describe the client's social networks

Move 4. Assess the standard of the client's physical residence

Move 5. Categorise the client's well being

Move 6. Interpret facts in relation to client's ability to self-support

Move 7. Recommend a decision

Move 8. Justify the recommendation

Move 9. Acknowledge authenticity

The following section presents extracts from text which illustrate the moves in destitution reports. I will provide a description of each move and the text extract from the actual report. The extracts are taken from a range of different reports to demonstrate the relevance of the argument but an example of a full report is in appendix 6.

Move 1: Record the client's particulars

The social workers begin by establishing relationship with the clients by taking their particulars, this is also done in order to build rapport and for the social workers to make the clients feel at home and answer the questions truthfully. The section for particulars is very important because before the clients are helped, they have to show

their identity card to prove that they are citizens and are entitled to benefits. This is indicated by name, place of birth and the identity number. Marital status is also important as it will determine whether the client has a partner who can support the family or is from a single family. It can be inferred that this is an important section for the social workers to determine the educational status, marital status and in some reports they include religious denomination of the client. Sarangi and Slembrouck (1996) go on to explain that a particular type of information may be asked in order to be used as a device to apply for or deny entitlement, or for distancing from the institution when the workers claim that they do what is required. To illustrate, in the case of destitution applications, if the client is married and the spouse is working it might not be possible for the client to benefit. The social workers might use the information in the particulars to justify the recommendations made. For example “the client is young and able bodied therefore can get a job” this is the information from particulars and health status.

Extract 1 from case 49

NAME: Name deleted for confidentiality.

SEX: Male

DATE OF BIRTH: 20/07/1976

PLACE OF BIRTH: Ramotswa

EDUCATION: Certificate in Bricklaying

OCCUPATION: Unemployed

MARITAL STATUS: Single

PHYSICAL ADDRESS: Goo-Mhatlha

ID NO:

ADDRESS:

NATIONALITY: Motswana

CHIEF: Mosadi Seboko

COUNCILLOR: Shoko Molefe

RELIGIOUS DENOM: God Tree Apostle Faith Mission

Move 2: State the purpose of the report

This move introduces the client and states the purpose of the text. As was mentioned above, this is the move which appears to label the purpose of the genre. The form of words used seems to be very precise – almost identical across the texts analysed.

Extract 2 case 49

This is a social enquiry report aimed at determining whether one -----, who for the purpose of this report is referred to as client should or should not be assisted as a destitute. The case has been referred to our office by social workers from Bamalete Lutheran Hospital.

The purpose of the report states who referred the client to the office. The Policy states that “Eligibility is focused on individuals who are either self -identified, or who have been identified and nominated by household members or community leaders or local organization” (p.4).

It is clearly stated in the purpose of the report how the client got to the office, that is, whether the clients are referred or not. It is also important to state the office or the person who referred the client to the office as it also influences the social workers to make recommendations. For example some people claim to be destitute when they can afford to support their families.

Move 3: Describe the client’s social network

This move describes where the client is residing and includes members of the family who are residing with the client as well as their roles and contribution to the family.

These details illustrate the point made in chapter one, that Botswana is a communal society and as such, social workers take this into consideration in determining what recommendations to make for each client. The move is based on both the client's report and the social worker's observation. It is in narrative form as the social worker shows how the client has come to be in their situation. In an interview, a social worker explained why they needed this information:

Extract 4.6

***Unity: Why do you need a socio-economic status of the client?
(Subheadings to be included in reports)***

B.B: *It's basically to find out the capability of the client, the source of income and who is contributing in order to come up with a conclusion.
[Interview with BB 9.3.2011]*

It can be interpreted that this part is to indicate whether family members can assist the client economically or whether they are dependents of the client. This move contributes to the social workers decision by assessing the number of people working in the family as well as the number of dependents that are solely depending on the client. The revised Policy (2002) states that;

A dependent is someone who is under 18 years of age, who depends on an adult for more than half of his or her subsistence, and who is not benefiting from food rations and other significant support that is being supplied under some other official programme such as Orphan Care, Community Home Based Care, the RADP, or something similar. (p.4)

The policy states that dependents are people under 18, but it does not state whether sisters and brothers should be included in the social network when assessing the client. In most cases when the client's siblings are working and are able to provide for the family the client can be denied the benefits. This decision is also influenced by culture as discussed earlier that Botswana are a communal society.

Extract 3: case 49

The client is a 33 year old single and has no children. The client comes from a family of nine children but two has since died and they are now seven. He is living with two of them while others stay at their own homes. He is also staying with her (his) mother so there are four people living in the house hold. The client is unemployed with no source of income. The client reported that he has never been employed permanently ever since he completed school. He purported that he used to engage in temporary jobs working as a bricklayer now he no longer works as he is sick. The client's mother is unemployed as she is aged. His brother Dirang-who is staying with him is unemployed but he is looking for employment. He used to work as nurse assistant at Bamalete Lutheran Hospital. His sister Nkele is self-employed and is selling flowers and decorating trees to individual people in the village. The client further mentioned that better market is in Gaborone and sometimes his sister has to hire transport to go and sell in Gaborone. He reported that his sister do provide them with food but the food last for about two to three weeks. The client's mother also brews and sells traditional beer and the client reported that they also survive by this business.

Move 4: Assess the standard of the client's physical residence

Having built the relationship with the client the social workers can visit the clients at their homes to observe their situations in order to write a fully fleshed report. Move 4 is the physical description of where the client is currently living. In this section the social worker describes the type of houses and number of rooms in the compound. They also describe basic needs and essentials in a compound for example; is there a tap, a toilet and cooking utensils like gas stove, fire or electric stove. The interest of the social worker in this move is to describe fully how the client lives. Description of their possessions as well as their dwelling place is very crucial. The economic status can also be included in this move as the social worker enquires about the source of income and type of livestock owned by the client and family in order to meet the basic needs for the family. It can be induced that this information is to determine

whether the family is well off or whether they really need to be assisted. A clear description is essential for this part and it has to be detailed. For example; a two-and-a-half roomed house (1 bedroom, living room and a small kitchen) without a toilet is not conducive for eight members. This move depends heavily on social worker's observation, as they visit their clients. The social worker is guided by the destitution policy to ask about livestock owned as there is a certain number to be owned in order to qualify for the benefits. The policy states that "Insufficient assets and income sources are whereby the client has not more than four livestock units..." (p.4). In this part the clients give information not knowing whether it might be used for or against them. For example revealing number of livestock might contradict the request.

Extract 4 case 49

The yard consists of three houses. The first house is a one roomed house and is roofed with thatched grass. The second house has three bedrooms, kitchen and a sitting room. All the houses are well built, plastered and in good condition. The houses are wired and electricity is available. The client reported that the houses were built by his siblings before they went to stay at their own homes. There is clean water supply and pit latrine in the yard. The family use gas and firewood for cooking. There was only sorghum and small amount of maize meal in the kitchen.

The client is not employed. She also availed to the assessing officer information regarding his lack of assets and or livestock. She also has no ploughing field. She however explained that she is job marketing.

Extract 5 case 3

The client owns a three bed roomed house. According to her she does not experience any problem with shortage of living space because she indicated that she occupies one room, her daughter and her child the other room wherelse [sic] whilst her sons occupy the last room. The client indicated that she uses fire-wood for cooking and candle for lighting. She pointed out that she has a water provision supply and a toilet within the compound. The officer discovered that during the assessment there was no food in the storage basket.

The type of accommodation that is stressed here can contribute to the clients being denied assistance because they have enough shelter; the social worker also considers the food supply in the house which will also contribute to the recommendations made.

Move 5: Categorise the client's well being

This move is mainly to report whether the client is fit to work or not and at times will also reveal their HIV and AIDS status. It further includes health status of other members of the family. It may be based on self - reports as well as on medical evidence. It can be interpreted that the aim here is to determine whether the client is fit to work in order to support the family or is hindered by health issues. As discussed in chapter 1, HIV/AIDS is one of the problems in Botswana, most of the clients seek assistance because of their HIV status, and some even refrain from taking medication so that they benefit. A social worker explained the reason for this move as follows:

Extract 4.7

Unity: Why do you need the health status?

BB. Health status is to check if the client is well and if other members of the family are fit to work, and if the client is not well how are other members affected by the condition of the client. [Interview with BB 9.3.2011]

In this case the information provided by the client and from the social worker's observation to determine whether the client is fit or not fit to maintain or support the family is very important. This is supported by definition a) in the destitution policy.

Extract 6 case 50

Though a medical examination could not be carried out during the assessment period, the client affirmed to this office that she is HIV (+) and on medication. She also acceded that her mother is also HIV (+) and on medication.

Move 6: Interpret facts in relation to client's ability to self-support

This is the central move in the reports; the outcomes of the reports are based on what the social worker says in this part. In this move the social worker draws together factual comments made and interprets them as throwing light on the client's ability to support him or herself. I consider this to be an important move because it is where the social worker puts the argument whether the client should be assisted or denied services based on what was reported in other moves. This move is also guided by the policy because they have to focus on the recommendations of the policy whether to accept or deny the client assistance as illustrated in the extract below:

Extract 7 case 52

- *The client is unemployed but has a work experience and some qualifications.*
- *Her mother receives old age pension and she benefits from the food ration which is provided by the council.*
- *The client does not have children, so she can go out for a search of employment.*

Move 7: Recommend a decision

In this move the social workers make a very specific recommendation on a yes/no basis that recommends whether the client should or should not be assisted in the programme. The social worker may also make an additional recommendation, for example, for another member of the family to be assisted. This is the part where the

social workers use their powers to influence the authorities to act on what they have written based on the interpretations in move 6.

Extract 8 case 52

Based on the above captured information the office does not recommend the client because she is young, active and she has a supportive sister.

Move 8: Justify the recommendation

In this move the social worker summarises the reasons behind his or her decision made in move 7. For example the recommendation, justification for the recommendation and suggestions in some reports.

Extract 9 case 50

Based on the assessment carried, the office recommends that the client should not continue to benefit from destitute program. The office recognizes the fact that the client is still young and also able bodied. The office also recognizes the fact that there is enough economic backing coming into the family from both client's mother and brother.

Or Extract 10 case 5

The officer also took in to consideration the fact that the client currently lives below poverty datum line and the client incapacitation due to his old age years cannot be rehabilitated to work nor can he be recommended to be engaged in Ipelegeng.

Move 9: acknowledge authenticity

This is a brief move indicating the officer who wrote the report, it includes the designation and date the report was written or submitted.

Extract 9

Compiled: S.T. Odirang

J. King Name of social worker (Not actual name)

(ASWO) designation

12 June 2010. Date it was written

Or From case 1

Compiled by _____

T O White (SWO II)

OTSE – 09/11/09 (place and date)

4.5 How the moves fit with the overall communicative purpose of the report

If the purpose of the report is to recommend a decision, the purpose of each move in the report has to represent the client's situation in such a way as to make sense of that recommendation. Put together, the moves of the report form a narrative that can be seen as leading to the social worker's decision. The key components in these narratives are identified as the background information, description of the homes, the wellbeing of the client and members of the family, as well as the economic status of the client and other members of the family. This is provided in anticipation that the reader of the report will side with the social worker in the decision made by the officer. I have observed that the contents of the moves are determined by the destitution policy. The social workers have to explain as much as possible what is in the policy for the recommendation to be made. Moves 3, 4, 5, and 6 are very important as they contain information that leads to the recommendation whether it is positive or negative.

	Move	Frequency
1	Record the client's particulars	64
2	State the purpose of the report	61
3	Describe the client's social network	64
4	Assess the standard of the client's physical residence	63
5	Categorise the client's well being	63
6	Interpret facts in relation to client's ability to self – support	49
7	Recommend a decision	63
8	Justify the recommendation	61
9	Acknowledge authenticity	64

Table 4.3 Frequency of moves in 64 Destitution reports

4.6 How the moves function together

The structure of the reports is in some senses narrative. Polkinghorne (1995) explains “narrative is the type of discourse that draws together diverse events, happenings and actions of human lives” (p.5). The social workers are telling the story of the clients, and when asked about why they write in narrative they responded as follows:

Extract 4.8

Unity: As I read most of your reports, I found that you were writing in narrative form. What influences you to write in narratives?

K.J So that whoever reads the report should easily identify that the report is about the client it is what the client said not what the reporter has said that is why we analyze in the assessment findings but not under health status or any other part of the report. It provides the reader with a picture of what the client has said. [Interview with K.J 25.2.2011]

K.J is explaining the main reason why reports are written the way they are which is to represent what the client has said. The next extract also shows why narratives are important in social work reports.

Extract 4.9

Unity: *After these case registers and home visits, you write your reports in narrative form. What influences you to write in narrative form?*

O.N *What is narrative form?*

Unity: *Like you are telling a story.*

O.N *We are writing what the person is saying; what the client is saying. We need to go further to find about the other people or his environment. Even in the community, you get information. [Interview with O.N 25.2.2011]*

Extract 4.10

Unity: *When I look at these reports, I can see that in most cases they are written in their narrative form. What influences you to write in narrative form?*

B.B *Go narrate?*

Unity: *From story-telling.*

B.B *Is it. I think I don't know but I think you have to report what the client has told you. Then at the end you make recommendations.*

Unity: *As you narrate, what sort of things or information helps the client to be assisted?*

B.B *Ke (its) the information given by the client, wena (you) your assessment and the policy that you will be using – whether it allows for that help. [Interview with B.B 9.3.2011]*

It can be seen from the answers provided above why the reports are narrative.

The key components in these narratives are identified in all the moves: the purpose, the client's social network, assess the standard of the client's physical residence, categorize the client's well-being and interpret facts in relation to client's ability to self-support. The social network reveals the number of the occupants in the household which is described in the next move of the standard of the client's physical residence, which will also contribute to the client's ability to self-support. Although the report is a narration of what the client said, the social workers also include their observations in order to strengthen the assessment findings. These are provided in anticipation that the reader of the report will agree with the social worker.

The moves function together to help the writer come up with a relevant recommendation. The next section focuses on the moves where there is more focus on what is being said about the client in order to find out how the client is represented in these reports. I will start by introducing transitivity as the framework of the analysis.

4.6.1 Transitivity or process analysis

As stated in chapter 3, this section focuses on analysis of local language patterns, below the level of the move. To analyse language choices within moves, I am employing Halliday's transitivity framework, and this enables analysis of the clause in terms of who is doing what to whom. Halliday (1985) states "Transitivity specifies the different types of process that are recognized in the language and the structures by which they are expressed" (p.101). In the case of destitution reports we are looking at what the social workers are doing or saying about the clients. The purpose of this analysis is to observe any patterns in how the client is represented in terms of the process they are associated with and whether they are represented as active or passive with respect to these processes. I am looking at the key moves which are move 3 'describe the client's social network', move 5 'categorise the client's well-being' and move 6 'interpret facts in relation to client's ability to self-support'.

4.6.1.1 The clause in its ideational function

Within the moves stated above, I selected main clauses where the client or some representation of the client is the grammatical subject. In addition to these clauses I used the same criteria to select some dependent clauses, and in the case of reported speech I am looking both at the reporting verb and at the reported clause.

The ideational function of the clause is concerned with “transmission of ideas” Halliday (1985) explains that, “Our most powerful conception of reality is that it consists of ‘going on’: of doing, happening, feeling, being... expressed through the grammar of the clause” (p.101).

The semantic processes expressed by the clause have three components, which are:

- i. The process: what kind of event is being described? The process is expressed by the verb phrase in the clause.
- ii. The participant: referring to the roles of entities that are directly involved in the process. The one who does, says and receives the action. This is realised by noun phrase in the clause.
- iii. The circumstances which describes when where and why events occur. They are expressed by adverbial and prepositional phrases. (Halliday,1985:101-102)

In this analysis I am looking at different types of processes, expressed by social workers to represent their clients, therefore there is need to look at the different types of processes, that can be found in the clauses. Butt et al. (1995) state that, “...the one obligatory constituent of a clause is the Process, expressed by a verbal group which is essentially realised by a nucleus or head word that belongs to the class verb” (p.37).

Transitivity processes can be classified into material, relational, mental, verbal, behavioural and existential processes based on whether they represent processes of doing, being, sensing, saying, behaving or existing. I will now discuss these processes with examples from the destitution reports to illustrate the processes in the next section.

4.6.1.2 Material process clauses

Material processes are about doing. They are processes of doing in the physical world. There are two participants involved in material processes. First there is the Actor or Agent which expresses the doer of the process. The second is the Goal

which expresses the person or entity affected by the process. There is also an extra element called circumstance which provides additional information on the “when, where, how and why” of the process. Circumstance provides information about place, time, extent, matter, manner and condition. For example: Case 4: The client stays with her friend.

The client	stays	with her friend
Actor	Process: material	Goal (where)

Table 4.4 sample of material process with a goal

Case 10 Bontle was visited at her home.

In the example below, Bontle is the goal and the actor is not named as the verb is in the passive form.

Bontle	was visited	at her home
Goal	Process: Material	Circumstance

Table 4.5 material process with no actor

4.6.1.3 Relational process clauses

Relational processes are processes of being in the world of abstract relations. (Halliday, 2004). Some relational processes are attributive, Thompson (1996) explains that “... a relationship is set up between two concepts, in this case an object and a quality, and the function of the predicator is simply to signal the existence of the relationship” (p.86).

The client	is	a psychiatric patient
Carrier	Process:	attribute

Table 4.6 Relational processes

The second type of relational process is called identifying relational process. An identifying process is not concerned with “ascribing or classifying, but defining.” So the intensive identifying process can be characterised as “x serves to define the identity of y” (Eggins, 2004:241) for example; case 10

Bontle	Is	an old woman of 1936
Identified	Process	Identifier

Table 4.7 Relational processes

The other type of relational process is possessive and it states ‘x has a’ for example case 1. He does not own assets nor resources.

He	Does	not own assets nor resources
Possessor	process	possession

Table 4.8 Relational processes

4.6.1.4 Mental processes

Mental processes express meanings of feeling or thinking. Thompson (1996) states that, “Mental clauses form a viable category: there are clear differences between something that goes on in the external world and something that goes on in the internal world of the mind.” (p.82). Mental processes involve two participants: the

senser and phenomenon. Mental processes can be classified into three types: Cognition: verbs of thinking, knowing, understanding etc.) Affection (verbs of liking, loving, fearing and hating) and perception (verbs of seeing and hearing)

Case 1: He does not know his relatives

He	does not know	his relatives
Senser	Process: cognition	Phenomenon

Table 4.9 Mental processes

4.6.1.5 Verbal processes

Verbal processes are processes of saying; it exists on the borderline between mental and relational processes. The verbal process expresses the relationship between ideas constructed in human consciousness and the ideas enacted in the form of language like saying and meaning (Halliday, 2004:171). The participant who is speaking is called Sayer, the addressee to whom the process is directed is Target, and what is said is verbiage, for example: case 5 the client claims he does not have anybody to help him.

The client	claims	he does not have anybody to help him
Sayer	Process: verbal	Verbiage

table 4.10 verbal processes

4.6.1.6 Behavioural processes

Behavioural processes are processes of physiological and psychological behaviour; they are on the borderline between material and mental processes. These processes “represent the outer manifestations of inner workings, the acting out of processes of

consciousness and physiological states” (Halliday, 2004:171). The participant who is behaving is called Behaver. Behaver is usually a conscious being.

4.6.1.7 Existential process clauses

Existential processes are processes of existing and happening, these clauses have the verb ‘be’ or some other form expressing existence. The existent may be a phenomenon of any kind and it is often an event. Case 1

He	grew up	in Otse
existent	Process	Circumstance

Table 4.11 existential processes

The next section presents the patterns of representation in the main moves identified in the reports.

4.6.2 Patterns of representation identified in move 3, 5 and 6

Previous researchers have used transitivity to elucidate social work reports, e.g. Hall et al. (1997:276) in their study of social work discourse explain that they were struck by the choice of lexico-grammatical structures which showed how the institution and the client were represented and how the case was closed down. They explain that the institutional agent was combined with a mental process for example “*the hospital felt..., the staff found...*” they also observed “the combination of the parent with agency in a material process of physical violence *the black worker was kicked and punched, the mother was so hostile*” or with a mental / material process indicating closure of the procedure *the parents refused to cooperate, parents failed to attend*”.

I have chosen transitivity in my own study because I want to discuss how social workers represent their clients’ reality in order to categorize the client to be offered or denied benefits. I will look at how the patterns of transitivity associated with

different moves and the language choices are used to achieve the objectives of the reports that are written by the social workers. I will examine the frequencies of processes in the moves, the importance of the move in relation to the whole genre and how language choices support one another as they lead to a positive or negative recommendation.

I will focus on the patterns identified in move 3, 5 and 6; these are moves where social workers describe the situation of the clients. In order to allow the argument to develop, I present relevant examples. I have observed that in all moves to be discussed, the social workers choose to use the word “client” or prefer to use the clients’ first name. As Day (1972) explains “the single word “client” is commonly used to denote the person who requires the services of a social agency. Some social workers dislike the use of this word because they dislike its connotation” (p.17).

4.6.2.1 Patterns of representations in move 3 describe the clients social network

As stated earlier in the description of moves. I will now look at how social workers represent their clients in these moves. Move three is about the client’s social network. The social workers tend to describe members of the family which includes the number of children the client have as well as siblings and parents.

A first distinction to be made is the social workers’ choice to represent the client directly or to report the client’s voice. I will discuss each of these choices in turn. Hall et al. (1999) explain;

One of the tacit assumptions underlying social work is that workers not only act in the best interest of the client but also hear the client. ... One way to demonstrate professional competence is by showing how client voices and positions inform and justify institutional intervention.... (pp.565-566)

Firstly, the social worker reports the clients' situation directly through the use of relational processes. Out of 190 clauses where some language item representing the client is the grammatical subject, there are 125 relational processes. 64 of these are attributive, 47 are possessive and 14 relational identifying clauses. Relational processes are more frequent in this move as they tend to talk about the client and their social life. There are more relational attributives and possessives where the social worker describes the client as a single person or a mother of five children. In what follows I present examples of processes in tables.

Case 19	The client	was	Never married
Case 4	She	is	a single mother of three
Case 21	The client	is	an elderly woman
Case 7	The client	is	a registered destitute person
Case 8	She	Is	A widow
	carrier	process :relational	Attributive

Table 4.12 Relational attributive

Case 1	Mphari	does not have	a wife nor children
Case 22	She	is a mother	to five
Case 29	She	Has	three sisters and a brother
Case 32	She	Has	two sisters and five brothers
Case 38	The client	Has	one grand child
	carrier	process :relational	possessed

Table 4.13 Relational possessive

e11	Cas	The client	belongs	to a family of nine including his mother and father
e 14	Cas	She	is	the last born and eleventh daughter of the late Phaks and Pule
e 15	Cas	She	Is	a Motswana by birth
e 28	Cas	T.R	Is	the first child in a family of four
		<i>Identified</i>	process :	Identifier

Table 4.14 Relational identifying

The use of relational processes contribute to the final recommendations as the social worker will have to refer to the number of children who are dependents and whether they are working and can support the client. The information in this section was provided by the client to the social worker, as Healy and Mulholland (2007) explain “the social worker will collect information from a range of sources, including interviews with the client, family members and other people who have played a significant role in the client’s life” (p.88).

Secondly the social workers bring in the voice of the clients through the use of projected clauses. Out of 190 clauses analysed, there are 43 projected clauses. Social workers are reporting what they were told to strengthen their cases in order to support their decisions in intervention. In this case they use reported speech or projected clauses. For example:

Case 5	Mr K.B	confessed		he has never been married
Case 10	She	outlined	to this office	she is a mother of four, all boys
Case 21	She	indicated	to the office	she has two surviving siblings
Case 7	She	explained	to the office	she has also recently lost a daughter who was murdered
Case 5	The client	claims		he does not have anybody to help him
	<i>Sayer</i>	verbal	receiver	Verbiage

Table 4.15 Verbal processes

They tend to distance themselves from what their clients are saying, in order to make fair judgements or to avoid biasness. Hall et al. (2006) explain that “Reported speech is of particular significance because it is deployed for strategic purposes: to agree or disagree with a particular state of affairs, to attribute agency to participants and to underline the decision making process etc.” (p.92). This is illustrated by the use of reporting verbs that are found in this move. Some of them are: confessed, conceded, claims, explained, indicated and mentioned. Hall et al. (1999) explain that social workers use speech representation at times to support or weaken certain categories.

4.6.2.2 Patterns of representation in move 5 categorise client’s well being

This is a move that informs about the client’s well-being; it can be by the client or by members of the family. I will discuss this move considering how the social worker presents the clients, as discussed above, I am looking first at how the social worker

directly represents the client. Out of 146 clauses where a language item referring to the client is the grammatical subject, there are 77 relational clauses of which 64 are attributive while 13 are possessive. Clauses found in this move explain the client health and if they are fit enough to support the family. For example;

Case 1	He	is	now an old age pensioner
Case 5	The client	is	a sick man who cannot work
Case 17	Gab	is	mentally challenged and has a handicapped limb
Case 23	Lesley	is	unable to walk properly since her legs are stiff
Case 31	He	is	mentally disturbed
	<i>carrier</i>	process	attributive

Table 4-16 Relational attributive

Case 38	She	has	a brother who is epileptic
Case 41	The client	has	a breathing problem
Case 56	She	has	no adverse medical conditions
	She and her family	have	no medical or health complaints
	<i>carrier</i>	process	possessed

Table 4.17 Relational possessive

Secondly, the social worker brings in the voice of the client. Hall et al. (1999) state that;

The professional account offered by the social worker should not only persuade by being coherent, it should also adhere to institutional criteria of rationality and objectivity. It is therefore likely to entail a report that the appropriate interactional moves have been made, but it is also an evidence-

oriented display of certain labels, terms, and key formulations
‘as used’ by the professional and client actors involved. (p.543)

Out of 146 clauses, there are 64 projected clauses where the social worker brings in the voice of the client. Let us look at the following examples:

Case 3	The client	reported		other family members are enjoying good life
Case 5	The client	purports		that he is a sick man who cannot work
Case 8	The client	Was also said		to be immobile
Case 8	She	Was also said		to be diabetic
Case 9	The client	affirmed	to the officer	that he is visually blind since 2007
	<i>Sayer</i>	verbal	receiver	Matter

Table 4.18 Voice of the client

For the two representations discussed above, Social workers tend to plead for their clients by following the destitution policy where it states that “a destitute person is an individual who due to: old age or mentally or physically disabled as determined by social worker” (p.4). The clause gives social workers supremacy to determine whether the client qualifies or does not qualify for benefits through physical assessment and by use of statements such as “the client is mentally fit, HIV patient and is on ARV therapy”.

Clauses or descriptions in this move are related to the recommendations in the destitution policy. It can be inferred from the clauses what the outcome of the case will be, for example; There are no health issues or problems in this family. If there are no health issues it means the client is fit and can find work to maintain the family.

But if the clause says: The client affirmed to this officer that she is epileptic as well as asthmatic and on medication for both conditions. The client is not fit for work therefore needs to be supported.

It can be inferred from the example above that the client might qualify for the benefits. Let us now look at the following example:

Extract 11: Case 12

Case 12: He reported that he is on TB treatment and adheres well. (According to the officers observation it is more than just TB but because of age difference it was difficult for the officer to discuss in depth)

The officer is not aligning with what he is reporting, but contradicts what the client is saying because of the observation that the social worker has made. This shows that culture can also contribute to what the social workers are reporting because if the client was younger than the social worker, more information could have been sought to clearly identify the problem of the client. It is not a Setswana culture for a young person to ask an older person about health issues.

4.6.2.3 Patterns of representation in move 6 interpret fact in relation to client's ability to self-support

Move 6 describes the client's properties and economic status to assess whether the client's income is sufficient for the family. This move was found in 49 of the 64 reports only. Therefore after discussing the patterns identified, I will look at the reports that do not have this move to see how they convince the screening committee. There are 118 clauses in this move with the client as grammatical subject, 62 material clauses, and 46 relational clauses of which 27 are possessive 19 are attributive and 14 projected clauses. I am also looking at how the social worker

represents the clients in this move in terms of direct reference to the client or through the use of the client's voice.

In direct representations, there are more material clauses in this move because the social workers are interpreting the facts they got from the clients in order to intervene fairly. They describe the status of the client, the social background as provided by the client, what the client is capable of doing and the property of the client as stated in the policy. They use language that is straight-forward and that describes the situation of the clients. Pithouse and Atkinson (1998) point out that "the story is constructed by the worker as an act of bricolage. That is, bits and pieces of family life are picked out and reassembled into narrative format of case talk" (p.194). The details cannot be analysed in tables like in the sections above because points tend to be built up over combinations of clauses

For example Extract 12

Case 2: She can sustain herself, the two children that she is staying with are not working and she has no assets to generate income from.

Extract 13

Case 4: Sethunya is unemployed and has no source of income

The social workers may also draw attention to what they themselves have observed. For example:

Extract 14

Case 5: The officer observed that the client had no food in the house.

Extract 15

Case 5: From a health point of view the client coughed uncontrollably but insisted that medical doctors failed to diagnose him even with the use of x-ray.

Extract 16

Case 16: The client is not terminally ill; it's only that he is weak.

Extract 17

Case 28: After assessing T.R holistically, he could not work because of his health.

Secondly, the social worker directly brings in the voice of the client. There are more clauses that explain whether the client has assets or not, in relation to the policy, see definition given earlier in this section

Example: Extract 18

Case10: The client told this officer that the only 2.5 kg of maize meal was the last meal.

Extract 19

Case 33: The client has mentioned that her partner's relatives took her kitchen equipment; they said they belonged to their brother.

Facts discussed in this move are based on move 3 and 5 as well as recommendations in the policy. The social workers intervene according to what the policy says and what they have observed during their home visits and interviews. The social workers are explaining what has happened, describing their clients and explaining what should be done that will show competence in their profession. Hall et al (1999) explain that:

In any context of institutional intervention, the prospect of having to justify one's actions and decisions brings within the purview an implicit (or explicit) 'test' against what other

professionals and the client(s) have said, written, or reported about the case or its details. (p.540)

Recommendations of the screening committee are based on what the social worker has said in relation to this move, whether the client can be assisted or not. Hall et al. (1999) go on to state that “in a situation where different professionals are involved in the processing of a case, different viewpoints are likely to emerge” (p.540). This indicates that the fate of the client could be highly dependent upon what the social worker has written and the amount of facts collected from the client. For example B.B clarified this in an interview

Extract 4.11

Unity: What happens to the recommendations that you make?

B.B *The recommendations, either the committee that will be in there accepts them as they are or they can even go against what you recommended. [Interview with BB 9.3.2011]*

Unity: And when they go against what you recommended, doesn't it affect the client because you do the recommendation looking at how the client is, like we talked about them being underprivileged?

B.B *That is why it's important that when you do your assessment you do it thoroughly otherwise if you leave other issues unattended to, chances are that it will be deferred, because you wouldn't have given them the picture or even the full information about the client. [Interview with B.B 9.3.2011]*

In the light of the comment above, I was surprised to observe that a number of reports did not include move 6 at all, However, from a theoretical point of view the fact that these reports do not have move 6 does not mean that they are not destitution reports, Swales (1990) states that, “Communicative purpose has been nominated as the privileged property of a genre. Other properties, such as form, structure and audience expectations operate to identify the extent to which an exemplar is

prototypical of a particular genre” (p.52). In the following section I will look at how the writers convince the committee in reports that do not have an explicit move 6.

4.6.3 Reports that do not have move 6

I have observed that from the fifteen reports that do not have move 6, 11 of them were written by a single individual. Although these reports differ with other reports they have the same content as the reports that have move 6. When asked about formats of the reports in an interview, the individual who wrote these reports responded that:

Extract 4.12

Is there a format that you have to follow when you do a social enquiry report?

O.N A format? There is but I’m one of the people who is not into formats. Because my belief is when I sit down and write a report, I have to be comfortable writing that report in a manner that it would be best portraying the case and what I’m doing. I think it also differs with the kind of case like if you have seen the destitution reports. The pattern is almost the same, you have the introductions, social background, economic status and stuff. But when you dealing with cases like the adoption case, foster care cases or custody cases, it becomes deeper, you have to explain things beyond reasonable doubt. You have to tell whoever is reading that report more than you usually do so for me, I usually do not follow a pattern. I write a report that is readable, that sells but with all the contents that are necessary, unless if you mean a pattern like they have to be A B C D. [Interview with O.D 22.2.2011]

Extract 4.13

Unity: There was no uniformity because some people will need some subheading in the reports while in some reports all those subheadings will be there and clearly explained. Now that question I think it’s also answered.

O.D. Maybe it’s also because we study from different institutions; like the style of learning or the style of teaching in South Africa is probably different from what they do in UB, and even in school, we’ve got different styles. I remember in psychology there was an APA style of writing a report and everything so I think it goes back to how you learnt how to write a report, but of course when you come to an organization, there is a praxis that might be there, it’s

how you map yourself into it. So for me it's a question of trying to get what I learnt about writing a report, trying to incorporate it with how they do it here. So I think most probably my reports are not the same as those of the rest of the people, but they do have the same message though. [Interview with O.D 22.2.2011]

The reports that are written by this individual are elaborate, For example if we look at the other reports that have all the moves, they describe the client's social network under move 3, but in these reports this writer elaborates the information by providing more details where contents from other moves are used to support what the social worker is arguing for.

Extract 20 Example case 51:

Background Information

Letta was assessed and during the assessment, the officer discovered that the client is a widow and a mother of seven. She alleges that due to the stroke she suffered in September 2009, her life has changed and became difficult to earn a living. The client made allusions to the fact that before she suffered from the stroke; she used to work in Ipelegeng projects to earn a living.

When asked about the involvement of her children in her living standards, she was quick to mention that two of her children who are gainfully employed are married and taking care of their families. When the officer enquired further about other he discovered that there are two able bodied children who stay home under the auspices of job hunting. One of them, in the name Fela, suggested that while they are still marketing, her mother should in the meantime be assisted with food. When asked to define in the meantime in terms of duration, she said for at least a year or more. The other child One said she would do anything to assist her mother including even working in Ipelegeng. The client also further purported that she sometimes gets food from her relatives.

Details in the above example are leading to a negative recommendation. The social worker argues that there is enough support in the family and recommends that one of the children be engaged in drought relief (Ipelegeng) programmes. The colour codes indicate that there are three moves under one subheading which shows how elaborate

the reports are. In this report it clearly shows that moves do not coincide with paragraphs or subheadings. There are three moves in the example cited above as it is shown by the different colour codes of the moves.

In some of the reports, in the recommendation which is move 8, the writer explains the recommendations with reference to the destitution policy. For example in case 27

Extract 21 case 27

Based on the assessment that this officer undertook, I recommend that the client should continue to be assisted as a temporary destitute person as per Destitute policy Sec 2.1a sub-sec I &II which declares a destitute person as a person with not more than 4 livestock units, or 24 goats or insufficient income resources earning an income of less than P120 per month without dependants or less than P150 per month with dependants which covers the status of the client. The officer's recommendation is pinned on the hope that the client through her strives might find a job sufficient enough to support herself and her son.

Some writers are not elaborate in move 8 because what is supposed to be said in this move is explained in move 6. As the social worker who does not have move 6 states;

"So I think most probably my reports are not the same as those of the rest of the people, but they do have the same message though"
[Interview with OD 22.2.2011]

The only difference is in the format as the content is the same, whether the client is granted assistance or denied.

A difference in these reports seems to be that the officer refers to himself and the judgements very explicitly. For example in Case 7:

Extract 22 case 7

The office recommends that the client should continue to benefit from the destitute program because the client is unemployed, sickly, has no asserts and or livestock units to support herself. The officer acknowledges that there are working children in the

family but they are said to be unhelpful hence not considered much as a helping hand.

Extract 23 case 8

Case 8: The client is aged, without assets and unemployed.

The writer is reporting differently in this case, instead of saying the client said there are working children it says “*The officer acknowledges that there are working children in the family but they are said to be unhelpful hence not considered much as a helping hand*” This is clear language that tells the reader that this is a needy client. The writer represents the client’s in a way that shows their status whether they need assistance or not in a clear way. He does this using his observations and also reporting what he has observed.

4.6.4 Unique report case 58

There was a detailed report that was also written by the social worker discussed above, this report had more details that were difficult to classify under the moves. Under the background information the worker outlined in detail the characteristics of the family and the concerned client as he observed them. Although move 2, is included in this report, the introduction of the background or move 3 also states the purpose of the report. For example: Extract 24

The facts of this case as known to the officer, the client came to the office with a concern about his sibling who gets food ration. He indicated that Dimaki is abusing the food ration and also denies them access to the food ration. The client also alluded that the food ration given to Dimaki was originally his and therefore he demands that he reinstated as the beneficiary of the program.

In this case the social worker is dealing with an unusual situation which is a follow-up of the case that was handled by another officer who is no longer working with this department. In this report the social worker also mentions that the family is

dysfunctional. This means he is intervening two cases at the same time, “During the assessment carried out, the rest of the family members were present and it became apparent to the assessing officer that the family was dysfunctional...”

This report contained some unusual features, some of the identified moves of the genre appear, but it also has some unusual features such as direct speech. For example; direct reporting of the conversation between the social worker and the client: “The officer would like to bring to record that the client tone of voice had an element of arrogance in it as he said to the officer ‘wena ga o ntibile o bona nka bereka?’ (translation: *Do I look like I can work? Or when you look at me do you think I can work or just look at me and tell me if I can work*)

The other unusual feature is that the officer is attributing devious motives of the client. It can be inferred from this report that the officer was offended (not impressed) by the client’s attitude and he used his powers and social work procedure to punish the client. “the officer then advised that the client produce a medical report to prove that he cannot perform any work”...the officer learnt that the client had stopped taking his ARV medication in an effort to solicit sympathy from the S&CD offices and be registered as a CHBC beneficiary”.

Some clients have not been asked to produce medical reports but because of the client’s attitude he has been asked to produce a medical report that shows he cannot work yet it is inferred and evident that he is HIV positive though not yet full blown. These unusual features seem to support the negative recommendations that the officer finally makes.

Case 58: Based on the assessment that this officer undertook, this office therefore recommends that, all facts considered, the client should not be registered as a beneficiary with S&CD. The office advocates for the client to be instead involved with Ipelegeng project. However the office further indicate that the client should produce a medical report proving that indeed he cannot work failure to which he should look for work. The office also recommends that since it has been proved that Dimaki is abusing food ration and not sharing with the family which obviously has a need, the food ration should be shifted from her to Lovie whom the family seem to trust.

This is a unique report that contains all possible moves. Unlike other reports from this writer, this one has move 6 which is very elaborate and well detailed to support the decision of the social worker. Hall (1997) supports my argument that “A further problem for a social work accounts is that definitive formulations of character and strategy do not necessarily guarantee a successful outcome” (p.143). The social worker in this report states that indeed there is need for assistance in this family but this particular client should look for a job and instead recommends someone in the family to benefit. The writer presents and supports his recommendations with facts that are not biased. For example: advocating for the client to work, or client to produce medical report.

4.7 Experiences of writers from the interviews

From the interviews with the professionals I realised that the main challenge they are faced with is a language issue. Out of 6 interviewees 5 stated that they conduct the interviews in Setswana and yet the documents they use are written in English and so they have to translate. B.B said “Setswana to English is something else, some concepts are clearer in English than Setswana”. Translating from Setswana to English is problematic as they stated that some concepts are better expressed in

English than in Setswana and if the client does not know English it also becomes a challenge for the writer. Setswana and English are different languages and they have different connotations. The other challenge they are faced with is the use of “ACTS”. These are legal documents that have to guide the workers to make decisions in cases that involve children (Children’s act). O.N stated that “*we do not interpret them in the same way. So we need a legal affair officer to interpret acts*”. The misinterpretation of the acts by the writers might affect the outcome of the report.

The other challenge which was expressed by two officers is lack of professional challenge and language use. O.L.M said “Some reports are monotonous and not challenging unlike court cases that are very challenging” O.L.M shared the same view that

Extract 4.14

The challenge honestly that I have faced with me, personally, is a destitution report. It’s tiring, I don’t feel like I was educated to come and do destitution, honestly. If you looked at I think most of our reports, if you want to see good work. Uh huh. Just compare between a destitute report and a court case.

Monotonous reports can be challenging in the sense that the writers are bored by asking same questions all the time and writing the same report for a lot of clients can really demotivate. Therefore if the writers can be given challenging tasks they will enjoy their work and also the reputation of the profession will be lifted as discussed in chapter 5 and 6 that people from other departments or ordinary people undermine the social work profession because of the way the reports are written.

4.8 Conclusion

The findings in this section show that the social worker is prompted by the client visiting their office, then they do home visits before they come up with the final report. Intertextuality between case register, home visit, intake sheet and the destitution policy influences the final report and help to ensure that the writer is guided by the destitution policy to write fairly without any biases.

The most prevailing parts in the factual sections are particulars of the client which includes names of the client, date and place of birth, education, national identity number, occupation address, church denomination and the marital status of the client. The interpretive sections include introduction, health status, home environment, economic status, observation or assessment and recommendations.

The factual and interpretive sections are then divided into moves to help the writer make appropriate decisions. They produce moves that are obligatory in order to provide facts that will strongly support their recommendations. The moves are then realised by the choice of words used to represent either the writer or the client through the use of processes.

The interviews also showed that the writers are faced with challenges of translating from Setswana to English. Grammar and direct translation from Setswana to English poses a big challenge to the writers. There is need for writing workshops for the writers to be developed. As will be seen in chapter 7, this is an issue which might be addressed with social work students.

CHAPTER FIVE: STUDENTS' DATA FINDINGS AND ANALYSIS

5.1 Introduction

This chapter presents the findings from analysis about texts written by students and includes direct quotations from participants and texts analysed. After analysing the reports, interpretation and discussion will follow in this chapter. Interpretation is required to bring order and understanding and Patton (2002) explains “interpretation represents your personal and theoretical understanding of the phenomenon under study and it provides sufficient description to allow the reader to understand the basis for an interpretation, and sufficient interpretation to allow the reader to understand the description” (pp.503-504). In this chapter the term internship and fieldwork placement will be used interchangeably.

This chapter will describe and discuss the type of report that the students write during fieldwork and find out how the clients are represented as well as how the students represent themselves. As stated in chapter 3, the purpose of collecting students' fieldwork reports is to find out to what extent they constitute a genre, and to see if there is any crossover between reports written by students and reports written by professional social workers. This will also enable me to consider the extent to which students on fieldwork are being prepared to write the professional genre.

It is important to explore the role that writing plays in the social work department at the University of Botswana. Particularly, I need to examine the writing done by students during their fieldwork placement and eventually compare it with the writing done by professionals. The objective is to look at the types of reports written by

students on internship as a core objective of the social work syllabus is to help students to “be proficient in oral and written communication with people in different contexts, communities and organisations” (Social work manual,p.7).

During fieldwork students are placed in different agencies in the country in order to satisfy one of the elements of social work education as stated in their fieldwork manual, for example, theory and fieldwork practice. Forster and Rehner (2008) explain that “Direct experience, in the form of supervised field education in an appropriate setting, is also indispensable to the development of students into social workers committed to efforts in the cause of greater social justice” (p.39). Students are attached in different agencies from May to September at the end of their second and third year. During this period they are faced with writing tasks daily. They write log books, where they record their daily activities, they enter the cases they attend to each day in case registers, and they have to write case reports and community project reports. At the end of their internship they have to submit a log book, a case study report and a community project report to the department of social work at the university.

Among these writing tasks, the case report is particularly important as it is directly akin to the case reports written by professional social workers. The reports are written for the offices that the students are attached to. In them, students make recommendations about clients. The reports remain in the offices after the internship students have left. This strongly suggests that the texts have a professional role and are not only academic exercises. As Healy and Mulholland (2007) explain, “case records provide an information base for social work intervention” (p.69).

During their fieldwork placement students have two roles to play, as social workers and as students. The social work students are faced with the significant task of learning both academic writing and professional writing for their real life context at the same time. Most challenging of all is the fact that a single text may be read and evaluated by both academic and professional audiences, because it may serve both academic and professional purposes.

These students are faced with the challenge of writing in different genres as they have to present their work first to the academic supervisors who are expecting the work to be academically and professionally acceptable. The students need to learn concepts and theories of social work that they then have to include in their writing in order to gain the approval of this audience. They are also expected to present their work to their professional supervisors who are expecting the students to use conventions and language differently from academic writing. Professional supervisors may be more interested to ensure that students are undergoing a more general socialization into the field of social work during internship.

This is a big challenge for the students because the texts that they write can be evaluated by two audiences. Each audience may understand it as belonging to a different genre in relation to the setting, for example; the supervising colleague or supervisors will treat it as a professional genre whereas the academic supervisors may treat it as a text in academic genre.

5.2 Justification for use of long extracts

There is a prevalent use of long extracts from interviews in this chapter because I had to stress and provide the data as it was in order to clarify the points or arguments made. I used long quotes to enable the reader to understand that I am conveying the

richness and depth of human experiences. I allow interviewees to be heard not just representing them through the researcher's summary. I am also using their voices to clearly explain what is happening during fieldwork as James and Busher (2006) explain that "of major importance in interpretative research is clarifying whose voices are heard, those of the participant(s) or that of the researcher and of establishing that participants' voices are heard clearly and reflect accurately the views they hold" (p.412). Corden and Sainsbury (2006) in their article describing verbatim quotations in reporting qualitative social research, list a number of reasons why researchers use verbatim quotes : "presenting discourse as the matter of enquiry, presenting quotations as evidence, ... using quotations to deepen understanding, using spoken words to enable voice and using quotations to enhance readability" (pp.11-13). They go on to explain that "Giving people a voice by using their spoken words was also a way of demonstrating the value of what they said" (p.13). Therefore in this chapter the quotes are used to deepen the understanding of the situation of the students during their fieldwork placement. Their experiences and how they write are better shown as they are to avoid bias by the researcher or to misrepresent what was said. I will use a different font for interview extracts and a different font again for report extracts. Translations will be indicated in bold and in square brackets.

5.3 Students data collected

5.3.1 Intertextuality

As discussed in professionals' reports, students have to follow the procedures followed by professionals before writing their reports as stated by:

Extract 5.1

Derby: *Still in reporting, there is a logbook. Every client who comes, you register the client's name, the ID number, agent; the details and then you summarize the client's situation like the situation that the client presented. And then you state the way forward. If there some needs assessment have to be conducted, you have to state that need assessment have to be conducted. [Interview with Derby 15.2.2011]*

Can you tell me the types of documents you used?

Derby: *There is the logbook, the logbook you register each and every client, and then there is the destitute assessment form; that one we use it when we go out for assessment in the destitute homes. From there we compile a report on summarizing the information in the destitute assessment form. [Interview with Derby 15.2.2011]*

Before the students write their reports they fill in the log book and conduct interviews, then they do home visits as stated in the interview extracts above. This is discussed in intertextuality in chapter 4 that there are preliminary texts such as the log book and case registers. The documents that are used before the actual report is written are not the main issues in this part of the study. This discussion focuses on the case reports written and on the experiences of the students in their fieldwork placement.

5.3.2 Written texts

In order to answer the second set of research questions which are?

- What kind of reports do social work students at the University of Botswana write during internship,
- To what extent does this pedagogic genre resemble the professional genre of case report,
- To what extent does this pedagogic genre help students prepare to write their target professional genre?

To address these questions, I have collected twenty six case reports and interviewed twelve students from department of social work office. These were marked by different lecturers. From my observation the students were to select a case from the area they were attached to and write a report about the study. They were to attend different cases and write about them with reference to what they have learnt from their social work courses.

The students' reports were written as part of a requirement for their social work course, but as I read the reports, I observed that the copies were also left in the offices they were attached to, because they were dealing with real life issues which needed future reference. The reports that these students write play important roles. Some of them are to influence authorities to make decisions, and some are to change individual behaviours while others are to help individuals or families. They are expected to demonstrate good communication and relationship skills with clients, agency personnel, and members of other formal and informal organisations.

The reports that I have collected were submitted since 2007 and have been kept in the lecturers' offices. They were marked and the marks were ranging from 70 to 80 per cent and they had comments from the lecturers. According to my observation these are considered to be very good reports because of the comments of the markers. The students who have submitted the reports that I have, have already completed their course and are now working.

An important additional data source comes from a group of students who volunteered to be interviewed. There were 12 students who volunteered to be interviewed. From the 12 students who volunteered, I identified two groups of students, those who have worked as social workers before enrolling for a Bachelors

course, and who were also taking the GEC 112 (now COM 152) course in their final year instead of in year 1, and those who enrolled after completing their form five and who had just finished their internship. (At the time I was collecting data this course was called GEC 112) The title has been now changed to COM 152 therefore I will maintain GEC 112 for the purpose of not confusing my data. See section on general introduction of participants in chapter 3.

5.4 description of the structure of the reports

The reports are divided into subheadings which will be described below. I will also include a frequency table that indicates the prevalence of the subheadings on the reports. Most reports are structured via the use of subheadings, but the subheadings themselves are not fixed. The students did not have a format to follow, and at some points the subheadings are not clear, for example some would say “assessment or overview, or “assessment of overview” and others will say “assessment and overview”. All the twenty six cases were reporting on individual cases and were written by students placed at different agencies.

I will now discuss the subheadings that were prevalent in the reports. I have observed that though certain subheadings are frequent in the reports, this does not mean that the students wrote uniformly. One of the interview questions was to find out whether the students are taught the structure of the case reports; they indicated that they are not taught the structure but only learn about the structure at the field. For example Tracy said “*When we were at the agency, the supervisors had to give us the report that they have written before so that we can learn from them. But here in school we haven’t been taught how to write a case study report*”. The subheadings appear at different parts of the report. For example; the frequency table below shows

how the subheadings are distributed. Some reports did not have subheadings, which explain the missing numbers for the frequency table below:

subheadings	frequency
Biographic details	24
background information	22
assessment overview	20
objectives	17
intervention	21
outcome or termination	17
recommendations	17
references	4

Table 5.1 Frequency of subheadings in students' reports

I will now give a brief explanation of each subhead.

5.4.1 Biographic details

Biographical details are the details of the client which include personal information of the client and the religion of the client. In this section the students use pseudonyms for the reports they submitted to the university but for the reports that remained in the offices, they used actual names. In most reports the students acknowledge the use of pseudonyms. For example;

case 1: NOTE; The names used in this case study are not the real names of the clients!

5.4.2 Background information

Background information describes the client and the problem of the client. It also gives a brief history of the problem or the type of case reported.

5.4.3 Assessment overview

Background information describes the client and the problem of the client. It also gives a brief history of the problem or the type of case reported.

5.4.4 Objectives

The objectives of the social work student case report are outlined in this section.

5.4.5 Intervention

The outcomes of the case or what was done at the end of the case are included in this part. Discussions of theories were also included in this section. They also include what transpired in the consultation meetings or during interviews. In some cases they even describe the behaviour of their clients during the sessions. For example case 1:

I have been observing everyone during this session, Dolly was very tricky. I could hardly tell what she was going through in her world because she did not show any feelings. For Mr and Mrs Phiri they looked very sad, Mrs Phiri even cried when we talked about the late daughter and her boyfriend.

5.4.6 Outcomes and recommendations

This section presents what the student recommends for the client and what other officers should do to take up the case. Some of the recommendations were about students' suggestions about the profession and were directed to senior officers and not about the case reported. This will be discussed fully in section 5.5.2.3.

5.5 Content of the reports

As stated in the methodology chapter, interviews are used as triangulation, to clarify the findings of the documents that were collected in the first phase of the data collection. They are also used to share experiences of students in their day to day

work during internship. Some of the experiences shared were how the students learnt to write the reports, or the type of the reports that the students write during their fieldwork. These experiences are relevant to this project as they are addressing some of the research questions which are: to what extent this pedagogic genre resembles the professional genre of case report and to what extent this pedagogic genre helps students prepare to write their target professional genre.

The cases that the students attended to were referred by colleagues in the office, for example in schools the students will be referred by teachers to the social worker. The cases can be assigned by professional supervisors or the students can start the case by themselves. As reflected in the case reports analysed, students were placed in different community contexts similar to those described by Forster and Rehner (2008) quoted in chapter 2 where students were placed in different communities characterised by different social malfunctions. Some cases are about poverty, family disruption and crime. The students used their observation skills as well as what they had learnt from the university to identify their clients' problems.

The actual content of the reports is narrating a story of what actually happened during the sessions they had with the clients. They also try to account for the clients problems by relating them to theories that they have learnt. The content of the reports is based on the type of case the student attended to. The description of the student in the interpretive section of the report strengthens the content of the report. In discussing content of the reports partly I am relying on my own observation, but also wanted to ask students what they considered important for the reports that they submitted. I have observed in the reports that the students' reports were not consistent in the way they were written and the content of the reports that they wrote and this prompted me to ask if there is any type of information that is considered

important. The students gave different answers to the question asked. This is outlined in detail below.

5.5.1 Important content for case reports

Although some of the authors of the case reports collected are already at the field, the interview questions asked were based on what was observed in the reports. As they stated in the interviews they follow what other students in the past have done. So the questions asked are relevant even if the authors are not the same. When asked about the content that is considered important for a case study, there were different answers to this question as it was observed in the reports that the students wrote. It is inferred that they did not have an idea of what to include or emphasize in the case study. Four students said intervention and what you did to intervene is important in a case study then the other students talked about interpersonal assessment, intrapersonal assessment, environmental assessment and application of theories. Two students also mentioned details of the client these are some of the subheadings that were found in some of the reports that the students wrote while other reports did not include them. Then there were students who were saying the content of the reports depends on the choice or interest of their academic supervisors,

Extract 5.2

***Tracy:** If it's a lecturer who emphasizes on theories, they will tell you to explain the client's situation using a theory. So if it's somebody who doesn't teach theories or he is teaching social policy they would say if you are using a destitute policy, assess that policy and see if the client really is supposed to benefit from that theory. [Interview with Tracy 24.2.2011]*

Ames (1999) argues that “Without a classroom introduction to recording, students become familiar only with the style of recording they learn in field placement; this

may or may not be sufficient throughout their careers” (p.233). In what follows, I present the moves found in students’ reports to follow the content of the reports.

5.5.2 Moves in students’ reports

I am looking at moves in student reports that indicate the communicative purposes in the texts and how language is used to express these moves or to achieve the communicative purpose. Ding (2007) states “Move analysis is a helpful tool in genre studies since moves are semantic and functional units of texts, which can be identified because of their communicative purposes and linguistic boundaries” (p.370). In the professional’s reports moves were used to strongly support the recommendations made by the professionals. The information given in each move gives evidence of the status of the client.

I am using the moves in students’ reports to explore how they achieve the objectives of their reports. I found it appropriate to work towards moves inductively because I recognised that social work students’ report is a genre on its own, I did not attempt to find features of social work professional reports in the internship reports because to do so would be to assume that internship report is another version of professional report but given its purpose that is not the case. In what follows, I provide an inductive list of moves that is not based on the moves in the professional reports. To repeat, I am not going to try to find features of the professional reports in these pedagogic reports. I will devise a separate move framework for students’ reports and later will attempt to use those findings as a basis for a qualitative comparison with the professional report. I have identified six moves in the student reports.

5.5.2.1 Moves identified in students' reports

Move 1: Recording the clients particulars

Move 2: Providing history of the case

Move 3: Stating what the student wishes to achieve

Move 4: Accounting for the client's problems

Move 5: Reporting roles the student played in lives of clients

Move 6: Suggestions for the profession (presenting suggestions for the profession)

5.5.2.2 Frequency of moves

Move	NAME OF MOVE	FREQUENCY
1	Recording clients particulars	25
2	Providing history of the case	26
3	Stating what they want to achieve	20
4	Accounting for the client's problems	21
5	Reporting roles the students played in lives of the clients	25
6	Presenting suggestions for the profession	21

Table 5.2 Frequency of moves in students' reports

I will now discuss the nature of each move and provide an example taken from an internship report. The texts will be taken from different reports.

5.5.2.3 Description of moves

Move 1: Recording the clients particulars

This move is similar to move 1 identified in professional destitution reports. Details of the client are stated, they include age, gender educational level and occupation in all the reports. Though this move appeared in all the reports, the students do not include all the details of the clients as the social workers did for their reports. Students included fewer details. There are those that have all the details and some do not have them as illustrated in the extracts below. I have also observed that in this move students indicated that they have not used the actual names of the clients.

For example extract 1: case 18

CLIENT'S DETAILS

Name: Lift Modisaotsile

Age: 14 years

Gender: male

Place of Birth: Molepolole

Extract 2: case 7

NAME	DATE OF BIRTH	GENDER	OCCUPATION	PHYSICAL ADDRESS
Names shall be withheld for fear of victimization	11 October 1978	Male	Chartered Accountant	Phase 4 Marulamantsi

Table 5.3 Sample of student's report details

In the example above the student does not give the name of the client and does not provide a pseudonym but gives reasons for withholding the names of the clients. At this point it shows that this student is addressing the academic audience because a copy of the same report that is left in the office bears the client's name for ease of future reference.

Move 2: Providing history of the case

This move gives a background of the case and gives full details about the client. It indirectly gives the purpose of the report and student writers describe the client, how the client came to the office, they also give details of the situation of the client. It is elaborated and provides the background of the case. In most reports, this move is not realised through a single block of extended text, but rather is scattered throughout the text. The students give details in this move in order to come up with objectives or identify theories that will help them account for the client's problems which is identified in move 4. Healy and Mulholland (2007) explain that case records contain situational data on the client's needs. They further explain that "this information needs to be drawn together, to be given focus and made accessible to others involved" (p.69).

Extract 3: case 10

This is a case of a client who is already registered as an orphan. The client was brought to the office by a gentleman who does not know the client at all but because he was touched by the condition which the client was in when he first saw him in front of one shop one of the mornings. The client was currently living with his aunt in Kgwatlheng ward and he also used to stay some days in Mheelo with his grandparents.

Extract 4: case 4

Mr Rodgers is an unmarried man who has five children. ...he has been cohabiting for the past fifteen years. He states that his partner has since deserted the family after he discovered that she was having an affair with another man. ...he has since called both parties parents in an effort to help reconcile this issue, and disappointedly, his partner's parents informed him they cannot help because he has not married their daughter. He has also sought assistance from the chief. However the chief's intervention was unsuccessful.

Move 3: Stating what they wish to achieve

This is the move where the writer states the objective of the case. That is what they want the client to do at the end of the intervention. This is identified as the main communicative purpose of the reports as the students cite their purposes and the main body of the report is centred on these objectives. The objectives are listed in bullet points. This is another example of students talking about themselves and what they want to do.

Extract 5: case 12

Objectives

- *To remove the children (Tebogo and Mike) from that unsafe, uncondusive and deplorable state of affairs to a place of safety (SOS Children's village, Tlokweng).*
- *To provide psychological counselling to Bashi's family so as to become a functional family.*

- *To link Tebogo and Mike with agencies dealing with children where they can be given a rigorous counselling to boost their self - esteem.*

Extract 6: case 17

- *To advocate for him to get a lighter sentence in order to continue with his school since he has already shown interest in school.*
- *To help him avoid problematic situations and focus on what is important to him, through the provision of counselling.*

Move 4 Accounting for the client's problems

This is the move where students try to relate the cases they are solving to the theories that they have learnt from their course. They are stating reasons for some of the behaviours of their clients and suggest ways of assisting.

Extract 7: Case 4

According to Hepworth et al (2002 p. 221), "people with cognitive flexibility generally seek to understand the part they play in their difficulties. They can also ask for assistance without believing it's an admission of weakness or failure". This description was evident in Mr Rogers considering the extent to which he has sought assistance.

Extract 8: Case 11

According to Wellness Reproductions (1991), there is what is called "escalating one's anger" a process in which- a person provokes blame and shame. The purpose is explained that a person who escalates his or her anger is often afraid of getting close to other people and lacks effective communication skills. Again escalating one's anger typically yields short-term results and impaired

relationships. This was true of Lekaba as she demonstrated all these. She doesn't have good relationship with people .like family members and she was carrying this anger that was weighing her down. Explained to her that managing one's anger results in an increased energy level, effective communication skills, strengthened relationships, improved physical and mental health, and boosted self-esteem.

Move 5: Reporting roles they played in lives of the clients

This is the part that states the agreement (achievement) reached by the student and the client. It is usually closing the case and mentions what was achieved in this part. They also report what they have done to reach their conclusions. They also reflect on the types of cases and what they did. In this move, students provide positive feedback to show their academic audience what they have achieved. In the example below the goal was to get a lighter sentence for the client and it was achieved. The client was given a whipping instead of being sent to prison. It is considered lighter because the whips will heal and the client will go back to school unlike when sent to prison which means he will be removed from the school register. The example below is an illustration of a successful outcome.

Extract 9: Case 17

The client was sentenced to be whipped at kgotla, so he was able to go back to school and continue with his education.

Extract 10: case 8

The results of termination were mostly positive and the clients proved that they could work on their own and we had to end the relationship on the third week earlier than the estimated time.

Extract 11: case 11

Our contract with both clients was for a month. We had a time table in which there were times when counselling was done at the office and at times I visited them at home. We meet three times a week (Monday, Wednesday and Friday), for the first two weeks and when positive outcomes were shown I reduce the appointment to two days being Monday and Friday to give them more time to do things on their own.

I was pleased with the outcome because now the mother and child have developed a different self-image about themselves and about each other as well as having learnt how to appreciate each other. The atmosphere at home is a pleasant one and the other children are happy about the change they find in their mother and sister. This positive change has extended to the external family as Lekaba is now relating to them in better way.

Move 6: Making suggestions for the profession

The students made recommendations with reference to their work and not to the case in most of the reports. It shows that the reports were written for outside stakeholders as well as lecturers. Some of the recommendations are about what they do in the profession. In this move, the students are making fairly large scale suggestions yet they are not in necessary position of power for the suggestions to be carried out. When asked about what happens to their recommendations, the students stated that “they are geared towards helping the client” [Shato]. Some stated that the recommendations are discussed by the screening committee.

For example

Extract 12: case 17

A case of this magnitude and sensitivity requires constant contact with the client in order for therapy to be effective, therefore the heavy workload of social workers compromises the quality of the work they do. This calls for specialisation of duties in order to improve service delivery.

Extract 13: case 8

Recommendations

...In my observations, most social workers in S&CD practice as generalists and sometimes lack the competence in special areas like working with children. It is therefore important to come up with a program where we can specialize in our areas of best performance such that we do not need to have clients running around referral places when they can have specialists in S&CD. We also have limited resources like stationery and transport, we are also short staffed yet overwhelmed with work due to increasing social problems, this declines our effectiveness at work. I therefore recommend that more social workers be employed. The- Ministry of education and others should have their own social workers to offload S&CD of extra work.

The recommendations above sound as petitions to social work employers and not about the cases that the students attended. It might also be an indication of under-performance by the student and trying to explain that they are overloaded with work they are not trained for as stated in extract 13.

The next section discusses how the various moves of the student report genre fit the communicative purpose.

5.5.3 How the moves fit with the communicative purpose

The students' reports serve two communicative purposes, one is to advocate or assist their clients according to the objectives set in the reports, and the second one is to show their markers that they have acquired what they were taught. Unlike in the professional reports where the social workers are advocating for the clients to be assisted, in the students' case reports the students had to show whether they have acquired what they have learnt from their social work course. They have to relate the

cases to the theories that they have learnt and show their applications of these theories in real life situations. The social work Manual explains that;

Field supervisors shall assign students tasks that facilitate their professional development, in accordance with the needs of the agency and of its clients. It is expected that these tasks shall increase gradually in their volume, complexity, and level of responsibility the longer the student stays with the agency. Student assignments shall provide them with opportunities to engage in professional social work activities for most of their placement. These activities include face-to-face contact with clients, to work with other agency staff, to learn agency rules, procedures and administration, and to interact with other organisations and community representatives. (Fieldwork manual, p.11)

The communicative purpose of these reports therefore is identified by the objectives that the student set for the case. That is whether these objectives were achieved or not. Therefore moves 2, 3, and 5 are very important in this genre. In these moves the students provide a brief history of the case. They state what they want to achieve through objectives, they state the type of help the client needs, then in move five, they explain the cause of the problems for the client which is linked with theories, for example, if it is a problem case they identify the main cause of the problem in relation to what the theory says. After explaining this, they now go on to explain how they have achieved their objectives and what was agreed with the client as well as the changes made by the client since they met.

5.5.4 How the moves function together

The structure of these reports as stated earlier is narrative. The students are telling the story of the clients but also telling the story of themselves and what they did during the intervention. The key components are identified in all the moves. They start by providing history of the case, which leads them to formulating what they want to achieve, and to identify the source of the clients' problems through

interviews and observations, then reporting how they helped the clients in order to come up with the recommendations.

When asked about the standards they used in writing the reports, Derby explained that they have to come up with activities that the client is going to do during and after intervention, then they make a plan of how they are going to help the client to overcome the problem. She further explained that they have to incorporate theories in order to account for the client's problem or to help them understand the problem they are dealing with.

The moves work together to help the students achieve their objectives. They give a history of the case in order to come up with theories that will account for the case and how they assist the client. The move analysis has shown that these reports have two common purposes. One is to advocate for the clients and the other is for students' own development. Students show their lecturers what they have learnt.

In the light of this dual purpose, it seems appropriate not only to examine how the clients are represented in the language of the report, but also how the student represents him/herself. As I explained above in the chapter on professional reports, the main purpose of the professional genre is to advocate for the client - for this reason, a transitivity analysis of the language of such reports was carried out. For students' reports, this purpose of advocacy also exists, and so it is appropriate to replicate the transitivity analysis. In order to also capture the second purpose of the student report, to show what students have learned, it is also important to look at how they represent themselves and how they acknowledge their achievements in these reports.

5.6 Patterns of representation identified in moves 2,3 and 5

As discussed in chapter 3, I am employing Halliday's transitivity framework, to look at the language patterns below the level of the move. In the professionals reports I used transitivity to discuss how social workers represent their clients' reality in order to categorise the client to be offered or denied benefits. Regarding the two purposes of the students' reports, I am using transitivity to examine how the clients are represented and how the students as the writers of the reports represent themselves. Instead of picking out the processes individually I will look at the communicative purpose achieved by the particular move. I will also look at what the writer is saying in a holistic way.

Thompson (1996) explains that transitivity analysis can be realised by several processes. These processes are material processes, mental processes and relational processes, verbal processes, behavioural processes and existential processes with the last three not being so typical. These processes are fully explained in chapter 4.

I will focus on the patterns identified in move two, three and five. These are moves where students describe the history of the case. There is more focus and reference to the client, first move two, which gives a brief history of the client, secondly, move three where the students set objectives of what they want to achieve at the end of the intervention then move five which acknowledges the achievements of the students in their interventions. Unlike in professional reports, the students' cases were different so they have different communicative purposes. It will not be easy to generalise what they are trying to achieve.

As stated above, I am employing Halliday's transitivity framework to analyse language choices within moves. This enables analysis of the clause in terms of who

is doing what to whom and is a framework which has been used in many previous studies of representation through language. (Hall et al. 1997, Wharton 2012, Nguyen 2012). In move 2 and 5, I am using clauses where the client is the grammatical subject and then in move 3, I am looking at clauses where the writer is the implied participant in the process. The clauses in move 3 are not finite but the implied actor is the writer. The objectives are listed in bullets where students are talking about themselves and how they want to assist their clients. In chapter 4, I described all the processes and cited examples, whereas in this chapter I will only give examples of most common processes.

5.6.1 Patterns of representation in move 2: providing history of the case

Move 2 is about the background of the case, and the student writers give a brief history of the case and describe the situation of the client. There is more said about the client in this move. As in the professionals' reports, a first distinction to be made is the students' choice to represent the client directly or to report the client's voice. I will discuss each of these in turn.

In move 2, 149 main clauses were identified as directly representing the client. On examining the process types realised through the main verbs of these clauses, the following distribution emerged. Out of 149 clauses, there are 83 material processes and 51 relational processes, of which 29 are attributive, 11 possessive and 10 relational identifying processes. Clauses involving material processes are more frequent in this move as they tend to report what the clients are doing, and then the clauses involving relational processes describe the client and their social life.

Case 2	He	misses	school	
Case 3	He	uses	a wheel chair	
Case 13	Thato	Stayed	with her aunt	from the age of 13
Case 15	They	started experiencing	problems	in 2005
	Actor	process: material	goal	circumstances

Table 5.4 Functions of material process

The processes illustrated in this move are to describe the situations of the clients and their family members in order to come up with appropriate theories in interventions. Out of the 83 material processes, 15 are describing where the client lives and who the client lives with. This is illustrated by words such as stay, live, resides and hails. Then there are 15 processes that seem to be negative or dysfunctional in some way. These processes are either describing negative things that were done by the client or that happened to the client for example: words such as showing unusual behaviour, raped, smoking dagga, missing school and refusing to speak. The remaining 53 processes are different choices of words that are describing day to day activities that are affecting the client in one way or the other. These also contribute in helping the writer to make proper interventions. These are processes that describe what the client can do, what the client does or what has been happening. For example can push, has been getting jobs, could not walk, has been coming for check-ups and lacks proper care. The choice of words in the process column can hint the type of case attended to. Misses – shows that the student is dealing with a problem child, uses wheelchair- hints information about the condition of the client, a disabled child, started experiencing problems – the situation in the family that is; a dysfunctional family. These words will contribute in the discussion of the case.

5.6.1.ii Functions of relational processes

Examples of relational attributive clauses

Case 7	He	is also	HIV positive
Case 3	Stephen	is	a disabled child
Case 6	He	became	terminally ill
Case 23	The client	is	a form 2 student
	carrier	process:	attribute

Table 5.5 Relational attributives

Relational attributives in these processes or in these parts of the text are used by the writer to draw a picture of the client to the reader. Out of the 29 relational attributive processes 7 clauses describe the age of the client a young boy of six, a 69 year old woman. 16 are describing health issues of the client describing physical attributes or some ailments of the client such as a disabled child, is HIV positive, terminally ill, and cannot talk. 6 clauses describe the social life of the client such as unmarried man, form two student or an orphan. They are trying to describe the clients and defining the type of people they are working with which helps the reader to empathise with the client through use of attributes that are related to the health of the clients to visually describe the situation of the client.

5.6.1 iii Functions of relational possessive processes

Examples of relational Possessive

Case 4	Mr Rodgers	has	five children
Case 5	She	does not have	livestock
Case 10	He	has	two brothers
Case 23	She	has	four brothers
	Carrier:possessor	process: relational	Attribute: possessed

Table 5.6 Relational possessives

In this move there are 11 relational possessive attributes. The writer describes what the client has in relation to relatives or personal belongings. I have observed that these clauses are typically stressing what the client is having as a support system or whether what the client has might be contributing to the problem. For example where it says; the client does not have friends. 8 clauses are about the number of children and siblings that the client has. 1 clause refers to a support system. For example: the client does not have a strong support system. It is identified by the number of children or siblings. For example: Five children and two brothers. One clause refers to livestock. The client does not have livestock. There is one clause that stresses that the client does not have friends. This gives a brief description of the support that the client might need. Children and siblings are presented as sources of support.

5.6.1.iv Functions of identifying relational processes

Examples of identifying relational process Table 5.7

Case 18	He	was	the first born of Neo Modisaotsile
Case 18	He	was	born in Molepolole
Case 23	Gladys	is	the third born in a family of five children
Case 9	She	is	the eighth child of nine children
	Identified	process:	Identifier

Table 5.7 Relational identifying processes

There are 10 relational identifying clauses. These clauses are used to describe the client in order to give details that will identify the client within the family system for example: where the client was born to identify with a certain society, the first or eighth child in the family. Thompson (1996) states that; “The function of this kind of process is to identify one entity in terms of another” (p.87). Examples are: is the

youngest, was born in a single parented family. These clauses are describing clients in relation to their siblings or their children. When clauses are used individually as in the table above they do not portray the whole picture of the client. It is better to read the whole move to fully understand what the writer is saying. The clauses are also extended in the move to give a clear description of the situation of the client, as illustrated in the extract below:

case 18

Lift was born in Molepolole, was the first born of Neo, He does not have surviving relatives, he does not know his father. He told me that he does not have friends.

The sort of information that the students are giving does not matter whether it is relational attributive or relational possessive. The point is they are developing a picture of the client and their situation.

5.6.1.2 Representation of clients voice

In 20 cases students use a projecting clause to precede the projected clauses which represent the client. The students bring in the voice of the clients through the use of projected clauses. Out of 149 clauses in this move there are 20 projected clauses. In these cases projected clauses are used to report what the clients have said to help narrate the story. Examples

Case 4	Mr Rodgers	states that	he is ready to forgive his partner
Case 8	He	reported that	his teachers hate his friends
Case 18	He	told me	that he does not have friends
	Sayer	Process: verbal	
Projecting			Projected

Table 5.8 Representation of client's voice

They tend to use what the clients are saying in order to support their stories; this is demonstrated by the use of neutral reporting verbs that are found in this move. Some of them are: said, told, reported and stated. One of the purposes is to bring in the client's own words and to show that the students listened to their clients.

5.6.2 Patterns of representation in move 3: Stating what the student wishes to achieve

In this move, the students are talking about themselves; the objectives are listed in bullets. These are not finite clauses, but the implied actor is the student, stating what they want to achieve at the end of the intervention. Out of the 44 clauses identified, 35 are material, 5 are mental processes and 7 are verbal processes. All the clauses in this move are identified by the use of “to” which implies that the students report their goals.

5.6.2.i Functions of material processes

Case 1	To	bring	Dolly and Phiri's family together	as a way of reconciling them
Case 2	To	refer	client	for psychiatric assessment
Case 12	To	remove	the children	from that unsafe, un-conducive and deplorable state of affairs
Case 17	To	help	him	avoid problematic situations
Case 21	To	help	client	cope with his situation
	actor	process	goal	Circumstance

Table 5.9 Material processes in move 3

The functions of material processes in this move are to show the powers that the students as social workers have in their community of practice. They are indicated by positive verbs such as to bring together, to remove children from an unsafe place, to help clients cope. This also shows what the students are capable of doing.

5.6.2.ii Functions of mental processes

Case 2	To	find out why	client prefers sleeping in the streets
Case 9	To	have a clear understanding	why the young decided to drop out of school
Case 2	To	find out	if the client is abused
Case 4	To	find out	if the relationship between Mr Rodgers and his partner could work out
	senser	Process: mental	Phenomenon

Table 5.10 mental processes

The functions of the mental processes cited in the table above are to investigate. The writer wants to investigate why things are happening the way they are before they can actually intervene. Indicators of such processes are the use of words: to find out why and to find out if or to have a clear understanding of why.

5.6.2. iii Functions of verbal processes

Case 1	To	provide counselling	to Dolly	to change her blind spots
Case 4	To	interview	the clients children	So as to ascertain the degree to which they have been affected by their parents' problem
Case 17	To	advocate	for him	to have a lighter sentence
Case 25	To	Address	family	communication barrier in the
Case 8	To	have a counselling session	the boy	
	Sayer	process	receiver	circumstance: matter

Table 5.11 Verbal processes

The processes identified here are also showing the powers that the writers have and they are indicating the roles they played as mediators. This is identified by the use of words such as provide counselling, interview, advocate and address clearly show what the students did to achieve their objectives.

5.6.2.1 Frequent semantic groupings

Having looked at process types, it is also clear from the meaning point of view that certain semantic groupings emerge. There are patterns in terms of what students represent themselves as doing. They do so by use of different words that express similar ideas. I will now discuss some semantic grouping which I found in these texts. I found two groups, group 1 is related to investigating and group 2 is related to counselling. In order to illustrate these I will discuss both groups.

Words associated with understanding and investigating

Case 2	To find out why the client prefers sleeping in the streets
Case 9	To have a clear understanding why the young decided to drop out of school
Case 4	To find out if the relationship between Mr Rodgers and his partner could work out
Case 26	To find out if the child is not sexually abused at home

Table 5.12 semantic grouping - investigation

Words related to counselling

Case 1	To provide counselling to Dolly
Case 8	To have a counselling session
Case 11	To help explore self- identity through self -reflection and evaluation
Case 17	To help him avoid problematic situations and focus on what is important to him
Case 14	To help the mother accept her situation and that of the child positively
Case 21	To help client cope with his situation
Case 11	To educate the client about the importance of good relationships within the family

Table 5.13 Semantic grouping counselling

In these texts, students are coming up with objectives that will help them identify the problems of their clients. Out of the 44 clauses, 21 clauses are related to counselling while 7 clauses are related to finding out. The use of “To find out” is frequently used as the students are trying to explain their accounts for the clients’ problems or trying to show that their clients have problems and they are helping the clients to overcome their problems. The students are learning sort of thing the social workers are expecting to see. That is investigating the problems of the clients and providing the services or playing their roles as social workers.

5.6.3 Patterns of representation in move 5 Reporting roles they played in client’s lives

In this move, clauses where student writers are grammatical subject are used to examine how the writers represent themselves. All the clauses begin with “I” This is a move where the students report what they have done during interventions. They state their achievements and the outcome of their interventions. I will discuss this move considering how the students represent themselves and the role they portray themselves to be playing .This move is dominated by the use of material clauses and mental clauses. Out of 111 clauses there are 88 material processes, 17 mental processes and only 6 relational clauses. I have also identified 19 verbal processes in this move. In this move I also had to explore the functions of the clauses identified to explain what the writer was saying in a holistic way. As stated above clauses in this move report what the students have done.

5.6.3 i Functions of material processes

case 3	I	worked with	my client	during classes
case 18	I	Visited	Lift	at his house
case 4	I	employed	the family systems theory	
case 9	I	Found	the mother	Alone
case 24	I	helped	the patient	to explore his issue
	Actor	Process	goal	Circumstance

Table 5.14 Material processes

In this move material processes are to show what the students have done with the clients as well as the theories they used to account for the clients' problems, which is indicated by the use of: worked with, employed, helped.

5.6.3.ii Functions of mental processes

Case 2	I	also think	he hates Mrs Terena
Case 7	I	even scared	him at one point
Case 16	I	realised that	Mooketsi needed psycho social support
Case 1	I	felt that	therapy could be useful in this case
	senser	Process: mental	phenomenon

Table 5.15 Mental processes

Mental processes are used to clearly indicate how the students were cognitively engaged in their processes. Words such as I think, I felt, I realised clearly show the processes.

5.6.3.iii Functions of relational processes

Case 19	I	Am	not professional in dealing with people that are addicted to drugs
Case 26	I	Was	a student on internship
	carrier	Process: relational	Attribute

Table 5.16 Relational attributives

Relational processes are used to describe the role of the writer. This explanation is made to justify or support the action taken in intervention.

5.6.3.iv Functions of verbal processes

Case 2	I	Asked	him	to sign that he agreed
Case 9	I	explained	to her	that I will wait for her to be treated
Case 3	I	discussed		some topics like days of the week
Case 7	I	Talked	to him	about the possibility of him not dying
	Sayer	Process: verbal	receiver	verbiage

Table 5.17 Verbal processes functions

The students report interactions between themselves and the clients. They use verbal processes to describe to the reader, the role they played during the interactions.

5.7 experiences during fieldwork placement

For the interpretation of the above data, the study conducted by Paré (2000) is relevant. He explores how university social work students cope in the transition from school to the workplace during their placement in the hospital. He adopted Freedman and Adam's (2000) terms 'attenuated authentic participation' and 'legitimate peripheral participation' which are originally from Lave and Wenger (1991). Following Paré's study the aim of this discussion is to explore how University of Botswana students coped and the type of genre they produced during their fieldwork placements. First I will discuss how students started their internship and their experiences during their period of practice.

5.7.1 Fieldwork attachment- discourse community and community of practice concept

During fieldwork, students are assigned professional supervisors and then academic supervisors will visit to assess the students' performance. In this case students are now entering the professional discourse community and at the same time they are in a new community of practice. Woodward-Kron (2004) refers to this type of learning as 'apprenticeship metaphor' and explains that "the apprenticeship metaphor implies that students work together with an experienced member of the discourse community in order to learn the specialist disciplinary ways of meaning" (p.141). Paré (2000) observed, "...they are teamed with a supervisor who is a professional and usually veteran social worker or, in Lave and Wenger's terms an 'old timer' (p.147).

The old timer aims to orientate the student until the student is ready to work independently. When responding to interview questions about orientation the students said:

Extract number: 5.3

You talked about counseling or consultation; did your supervisor help you with the consultation?

Derby: At first, during the orientation week, the first week at our fieldwork practice, we work with our supervisors like how do they do it. From there the other weeks, I have to do it on my own without anybody's help. [Interview with Derby 15.2.2011]

Extract 5.4

When you did your counseling and consulting these destitute cases or destitute persons, were you helped by someone?

Kelly: Yeah. We were assisted, we had like our supervisor. Most of the time she is the one who helped us but we did most of the work. What we did was just to ask for assistance where we were stuck. [Interview with Kelly 15.2.2011]

Extract number: 5.5

***Lucky:** The first time, I went with my supervisor, she was the one who showed me how to do it and then the other times I went with her but she was....maybe if it's there are homesteads, she was in one homestead and I was in another home.*

*So I learnt from her the first time and later on I did it on my own.
[Interview with Lucky 24.2.2011]*

The first phase of transition is where students are orientated into the workplace or office by their fieldwork supervisors before they start to work independently. According to the information from the interviews, the students were orientated by watching their supervisors and later they had to do the work on their own as full time workers. Paré (2000) explains that “students sit in on staff meetings, watch supervisors conduct interviews and accompany them on to the wards” (p.147). This stage is referred to as ‘attenuated authentic participation’. In this case during the first two weeks students work with their supervisors to learn how things are done in their respective agencies. Although Paré in this research refers to hospital wards, in the case of Botswana students who were placed in hospitals had wards but those who were in council offices visited homesteads/wards. Those working in hospitals will visit the wards with supervisors just like the students in Paré’s research.

The second phase is when now they attend to cases on their own without the help of the supervisors. Freedman and Adam (2000) refer to the stage where students work independently as ‘legitimate peripheral participation’ and they state that;

In the university, through processes of facilitated performance, the goal of the activity itself is learning; in the workplace, through processes of attenuated authentic participation, the learning is incidental and occurs as an integral but tacit part of participation in communities of practice, whose activities are oriented toward practical or material outcomes. (p.55)

During the second phase, students attend to cases on their own and have to work collaboratively with their fieldwork supervisors who will work on the case reports with the students and show them how they are written. For example; Vero in her interview reports that *“I report back to my supervisor, we had some supervisors we were assigned to. So whenever I have a case, I have to report back to her and I have done. Then looking at my report, what I have written”*. The students write reports that are seen by their fieldwork supervisors and when academic supervisors visit they also have to approve these reports. Paré (2000) state, “For social work apprentices, then, legitimate peripheral participation mean an approximation of full participation” (p.148). In their study of the medical case presentation genre Spafford et al. (2006) observed that “some groups in apprenticeship scenarios opt to adapt some of their genres to provide situated learning occasions and accomplish professional work” (p.125). They go on to explain that “We do not view this genre as an inauthentic school genre but rather as a school-work hybrid because it accomplishes dual purposes (but not without contradictions)” (p.125).

During their full participation students have to write reports about the clients that they have consulted. This is illustrated in the reports that the students write about their clients and the recommendations that they make and how they account for the sessions they had with the clients. Spafford et al. (2006) explain that “Thus, for novices the case presentation function as both a clinical and an educational tool, that is a hybrid genre, that operates as both a school genre and a workplace genre”(p.122). They go on to explain that these apprenticeship genres are not easy to write and they are “not without some unintended consequences” (p.122). “As symbolic tools, these school and work genres are often infused with tacit professional expectations that shape their users’ developing sense of professional identity” for example;

Extract 5.6

What else would you like to tell me about your writing in the workplace?

Derby: Writing during internship? It was hard because we came with the way we know we should write but with the practitioners it was a different issue so they will tell you "I have been in practice for so many years and this is how we are writing things" and then you say "no this has to be included" "You are too young to correct me, to tell me what to do". It was hard but because we know we wanted marks we have to write the way we have to write. So we have to like produce 2 different things, the one for marking and then the one that has to be kept in the office. The one they want at the practitioners and the one the lecturers wanted it. [Interview with Derby 15.2.2011]

To support the above quote by Derby, Schneider and Andre (2005) state that "the students in our study reported feeling frustrated when they entered the workplace without basic knowledge about how to structure and compose letters, memos, feature articles, survey research reports and software manuals" (p.210). Similarly the students in this study reported that they did not know how to write the case reports they were expected to write. As explained in the extract below

Extract 5.7

Kelly: Yes. Sometimes it's very difficult to write a report if you haven't... like in school we were not taught how to write those kinds of reports that we encountered in the field. So sometimes it's very difficult to write something that you have got no clue about. You don't know which sequence to follow and sometimes you might find that if you have written a report and then the panel may feel that your report is just too shallow; it doesn't include some of the things. [Interview with Kelly 15.2.2011]

Ames (1999) states that "If students encounter recording for the first time during field placement, they may not see the larger connection with the profession's values and practices... they may also fail to see how recording links practice, theory and policy" (p.233).

Freedman and Adam (2000) state “When students leave the university to enter the workplace, they not only need to learn new genres of discourse, they need to learn new ways to learn such genres” (p.56). This quote supports Derby’s concern that when they left the university they were expecting to write the genres they were practicing but this was resisted by the professionals. They have to learn how professionals are writing in the field but their academic supervisors expect them to write in a certain way. So for the purpose of proving that they are competent in both cases, they have to write for the different audiences to achieve their communicative purposes, one being to advocate for clients and the other being to pass the tasks in order to get better grades.

Dannels (2000) explains that “Students’ communicative practices, audiences and objectives were fundamentally tied to the academic context even though they were explicitly connected with a real client in the workplace context” (p.10). In the case of UB students they had to write two genres to please both parties, while in Dannels (2000) “The students chose to act in ways that grounded them more explicitly with the academic context...” (p10). The students in Dannels (2000) study are simulating a professional context in a classroom situation. While in this study students are writing actual professional genres for the right audiences, as explained by Spafford et al, above the case reports function as clinical and educational tool.

After discussing the experiences of the students I will now discuss the texts that they write. As stated 5.5.2.3 the students are telling the story of the clients but also telling the story of themselves and what they did during the intervention. The students are addressing two different audiences in one text. This is identified in the moves. The following table illustrates the moves and intended audience.

In the moves students provide information that is directly useful to the two audiences, for example move 1 is for both audiences as they have to know the type of client dealt with. Move 3 is for the academic audience where they have to know what the student wanted to achieve at the end of the case. The table below illustrates the moves and their intended audiences.

moves	Title of the move	intended audience
1	recording clients particulars	professional s
2	Providing history of the case	both
3	Stating what they want to achieve	academic
4	Accounting for the clients problems	academic
5	Closing the case	both
6	Recommendations or suggestions for the profession	both

Table 5.18 Students' moves and their intended audiences

5.7.2 Evaluation of the course by the students

In response to the question, “Do you think GEC 112 (now COM 152) has provided any assistance in tackling these documents?” the students gave different views; there were those who felt that the course does not address their needs and those who felt that the course has positively contributed to their writing skills. For the six students who did the course in their first year only two students felt that the course has helped them in presentation skills except that they did it in first year and also they did not take the course seriously. They felt that the course is not relevant to their needs; it teaches them English and it is different from what they did in their past fieldwork. They also stated that they only learnt to write their workplace documents in their fieldwork placement and that their academic supervisors want them to write different things in their reports.

Extract number: 5.8

***Linda** Sometimes I feel that as we are taught GEC it is a General Education Course in which a student from science, law or a different department can do this but sometimes I feel that for us social workers it is irrelevant because the material you find in there is too much grammar, the coherence of paragraphs, sentences and how to write introductions, conclusions. Most of the time it is different from what we are doing in the field (social work). [Interview with Linda 15.2. 2011]*

Extract: 5.9

*When asked **Do you think GEC 112 has provided any assistance in writing these documents?***

***Kelly:** I don't think so because most of the reports that we write in the field we were not taught in GEC. [Interview with Kelly 15.2.2011]*

The other group which did the course in their fourth year felt very positive about the course. They stated that it has helped them from writing subjectively to being objective and it has also helped them to be more formal than before. They said that their needs were covered especially on report writing and presentation skills. The quote above by Kelly shows the attitude of students towards the EAP and ESP courses and they do not link them to what they do in the field. While returning students or mature students value the courses, new students do not value them and refer to them as an English course that teaches them grammar.

Extract 5.10

***Shato:** "I think I will produce reports that are of good quality in the field." [Interview with Shato 14.3.2011]And*

Extract 5.11

***Ken:** I believe this GEC112, it would really help. If I were to give an example, I've noticed that most of the time when we write our reports, we tend to be long and include a lot of things that at times, a reader may not really get what you are trying to present. But from the course, issues of like clarity and writing to be precise and to be clear, I believe that it would help, because generally people say social workers' reports are very long and ...yes. Although it may be our profession that dictates*

that we should write such long reports, it's also vital that we need to be clear. [Interview with Ken 14.3.2011]

The second group of students gave positive results that were contradictory to the first group. It is always necessary, in such a case, to consider reasons why students might give more positive feedback than their experience seems to warrant. This is similar to Wharton (2012) where she is looking at reflective practice and was doubtful of the positive feedback from students and states that “I was all too conscious that this generally rosy picture was not the reality experienced by my students” (p.497). An explanation for the students’ responses in my case might be that, they took the course at two different times. The first group had the course during their first year before they could go for their field work and could not relate it to any workplace situation, while the second group was a set of mature students who had work experience and were relating what they were learning to their experience at work.

When asked about how they think the course can be improved the students responded that the CSSU department should collaborate with the department of social work. They also suggested that the course should specifically address social work needs instead of generalising the content to all first year students and the course should teach them the types of reports that are written in the social work field of work. For example:

Extract: 5.12

How do you think the course could give you more support in your professional writing tasks?

Linda: *I think the GEC department can collaborate with the social work department and then they look at the kind of reports that the social workers are working on, and the kind of reports the students are working on. Maybe the GEC department could derive their syllabus looking on how the social workers write their reports. [Interview with Linda 15.2.2011]*

***Rose:** In terms of social work reports? What I can recommend is that there should be some social work, maybe someone who is hired in the CSSU department who deals with the department of social work so that they teach social work students how to even write their assignments; like they focus on social work students, assignments and then the fieldwork reports that we had to produce. Because if you are focused on one area, you will be able to do it effectively unlike when you take students from different departments, but if you specialize in one area, you will be able to have more impact on the students that you will be working with. [Interview with Rose 24.2.2011]*

5.7.3 Challenges

The students had different challenges during their placement but the most prevailing challenges were language issues. They had to use Setswana with the clients but write the reports in English. They felt that some words were difficult to translate. Some English words do not have a Setswana connotation like “Kwashiorkor” It is not easy for a social worker to tell a parent that the child has kwashiorkor as it is interpreted differently in Setswana, as it is discussed in the code switching section. The same with diseases like HIV/AIDS when it started. Batswana referred to it as ‘Boswagadi’ (it was believed that when someone’s partner died the person had to be treated traditionally and follow the rituals seriously, if not the person falls deadly sick). People could not talk about it openly as it is regarded as a disgrace. This explains that some words or even cultural beliefs that can be said freely in English cannot be just mentioned in Setswana.

Apart from language issues they also had technical problems. The reports were limiting the kind of information that they were collecting from the clients and at times the reports are too structured. They were not shown how to write the reports and learnt to write them during the internship and at times the hosting organizations did not have stipulated kind of format on how to write certain cases and this was a

challenge to the students. “Sometimes it’s very difficult to write a report if you haven’t... like in school we were not taught to write those kinds of reports that we encountered in the field...” Sometimes they missed important concepts that had to be included in reports during assessment and this had impact on the clients.

Extract 5.14

Kelly: *At times you find that when you write a report you might not understand certain concepts that you are to follow in this report and sometimes you may miss some things you have to include in the report during assessment. [Interview with Kelly 15.2.2011]*

They also had problems of using theories that were relevant to the cases they were attending. The students reported that they are not sure of which theories to use for the type of cases that they attend to

Extract 5.15

Even at work or during your internship. Any problems you are faced with when you write your reports?

Shatos: *Ke gore,[what I mean is] at internship was faced with a problem of sometimes you will use a theory o bo o fitlhela ele gore[and you find that] it’s the wrong one. But at work, o tla bo o dirisa tlhogo ya gago helao sanke o ya[you will be just using your head without consulting] books o lebelela gore [you just check] which theory can you use, which one is suitable for this client, wa bona[you see]. [Interview with Shatos 14.3.2011]*

Extract 5.16

When writing these documents, when translating from Setswana to English, did you face any problems?

Faith: *Ee mma. Ee mma. Kana nna (yes) if I am interviewing my clients especially the children, there are some ways that I will use or like if I am asking the old lady or the caregiver? (Aa ke ngwana wa gago) [is it your biological child]ka Setswana. I will ask the caregiver is this your biological child? Kana (You know) in Setswana we have to be polite whereas in English we ask is that your real child? Your biological father? Where is the father? [Interview with Faith 17.2.2011]*

Extract 5.17

So the problem is using some Setswana words with the client. What about translating?

***Faith:** Yes, even translating. Kana gongwe [may be] I might take it literal but not meaning that the language is literal to the person. Ga ke itse gore nka go raya ke reng. [I don't know how to explain it] When I try to explain words to a Motswana, at times I need to look for words that are polite but whereas the words need to be sensitive. [Interview with Faith 17.2.2011]*

Extract 5.18

***Otis:** At times it's hard to put the client's words that were said in Setswana into English, more so that when a person expresses himself or herself in Setswana, ke gore (**that is**) the expression hela (**only**), it differs from how I put it in English. The meaning of the expression becomes heavier when she expresses himself or herself in Setswana unlike when I put it to express it to the other third person who is going to read the report. [Interview with Otis 15.3.2011]*

The quotes above show some of the challenges that young social workers face in the field of work. They are faced with challenges of translating some technical words to Setswana because they are interpreted differently by the two cultures. The other challenge is the types of questions to ask. For example if a parent is not married it is difficult to ask about the father of the child. This challenge is explained earlier when I was describing Setswana and Batswana as communal society.

5.8 Emerging themes

5.8.1 Frustrations

It can be seen from the interviews that when students begin their fieldwork, they experience frustration before they could settle in. Anson and Forseberg (1990) identified three stages of transition through which the interns passed; "Expectation, disorientation, transition and resolution" (p.208). They explain that the expectation

stage is the 'pre-internship stage' where students build a vision on how they are going to apply their skills in the new context. Secondly, the disorientation stage is where students develop a sense of doing things on their own and this leads to frustration of dealing with the unfamiliar situation. This is illustrated in students' interviews when they state that during first days of internship some of their supervisors were not there for them and they did not know what to do.

Extract number 5.19

Linda: *It was my first work experience so I had a hard time in the first few weeks more so that my supervisor was busy most of the time and he was also new in the agency so most of the time he was not there.*
[Interview with Linda 15.2.2011]

The third stage is 'transition and resolution' where Anson and Forseberg explain that while the writers begin their new roles and shape their knowledge for adaptation, they take initiatives and become confident in what they are doing. A relevant example is when one of the students ended up counseling her supervisor. Shato reports that at the centre she was attached to, she was given a chance to observe for a week, then after a week she could start with her own clients, during her observation she noticed that her supervisor kept on saying "I don't like clients who cry" she realized that the supervisor had a problem, so Shato probed her supervisor about crying clients until she revealed to her that the crying clients triggered her memories (she had similar problems that were not resolved) ultimately Shato had to counsel the supervisor who in turn became her client.

5.8.2 Lack of recognition of the profession

The issue of lack of recognition was mentioned by student in the interviews and they believe that the way they write their reports is connected to the attitude they receive from the clients or the society at large.

Extract 5.20

Otis: *I think on a personal level, what I achieved here like issues of how to relate theories to practice. That was very important and I find it to be the core of the profession because the reason why this time social workers are being attacked and people don't take social work seriously is that maybe the way I analyze the case would differ from the way you analyze it, but if I put something like a theory to interpret a situation, then it would differ on how you interpret it also. That would weigh in something to the profession and I think I move in to make a difference. [Interview with Otis 115.3.2011]*

Extract 5.21

Vero: *I think we have to be very formal for us to be taken seriously. We have to write formal writings including those theories in our reports, because initially we didn't use these theories, that's why people were just saying social work is just giving us handouts not knowing what is all about social work. [Interview with Vero 15.3.2011]*

5.8.3 Lack of feedback after internship

After internship, students never get feedback for the reports they have submitted, and this frustrates them as they never know whether they performed well or not. They are only given grades. For example;

Extract 5.22

Writing this reports and logbooks, what purpose do these reports serve for the department?

Kelly: *For the department, it's just for them to grade us on how we did during our fieldwork. Apart from that I don't think it serves anything because each and every time that the students go to fieldwork, they experience the same problems. You find that we; our group would ask the previous group what they did and the previous one they will ask us what we did but if the department had done something or they have seen that something is wrong when they marked our reports, they could have done something for the other group to improve. I don't*

think they are doing anything with the reports or reviewing them or doing something. [Interview with Kelly 15.2.2011]

Bar-on (2001) explains that “To date, the local social work education system ... is following a pure apprenticeship model that places the responsibility for integrating class and field learning with the student” (p.134). Students are not given chance to evaluate their experiences in fieldwork. This explains why the problem is passed on the students from year to year. They stated in the interviews that they asked field supervisors to guide them on how they should write their case reports. As stated below:

Extract 5.23

What else would you like to tell me about your writing in the workplace?

Kelly: *I would say that as students when we get to the workplace, we would be having no experience or little experience and then we try to ask from our supervisors; those who are already there. You find that they too, experienced the same problem that we experience because they too are from here, they schooled here, so there is no how they can be better than us. We are going through the same thing. [Interview with Kelly 15.2.2011]*

5.9 Conclusion

The transition from the university to the workplace is not easy for the students as they expect to be orientated into the new field of work but at times supervisors are held up with other official duties. Therefore students have to find means of adapting to the new situations and participate in the community of practice effectively. During their ‘legitimate peripheral participation’ students are faced with a lot of challenges.

The students are faced with challenges of writing a report for the two discourse communities they participate in, that is for the professionals and for the academic

supervisors. For the profession, in the factual data where they describe their clients, they have to provide actual names of the clients but when they submit to the academic community, they have to use pseudonyms. The students' reports are a genre where the communicative purposes are realized through six moves. The moves work together to help the students achieve their objectives. They give a history of the case in order to come up with theories that will account for the case and how they assist the client. The move analysis has shown that these reports have two distinct purposes. One is to advocate for the clients and the other is for students' own development, where they have to demonstrate what they have learnt to their academic supervisors.

The use of transitivity also showed how the students represent themselves and their clients in these reports. In move 2, Clauses involving material processes are more frequent as they tend to report what the clients are doing, and then the clauses involving relational processes describe the client and their social life. Move 3, indicates the powers and the capabilities of students in their profession. This is indicated by the use of material processes which indicates what they want to do, mental processes which also shows their engagement with what they want to do and lastly verbal processes that indicate the advocating function. Then move 5 shows what the students have achieved in their process with the clients. This is indicated by the use of material processes to indicate what they have done, verbal processes that state what they said and how they helped their clients. They also use relational attributive to justify their positions through the use of clauses such as "I am just a student".

The fieldwork placement is a relevant form of learning for social work students as they are exposed to real life situations and they meet real clients unlike in class

where they have to role play and simulate such instances. Students felt that they should be taught to write professional reports before they actually go for their fieldwork placements. Some of the challenges they were faced with was the writing of professional documents which they have never done before. They also commented that academics may not be consistent in evaluating these reports, as they stated that it depends on the marker's area of specialisation.

In conclusion, students felt that the CSSU should teach them reports that they actually write during their placements instead of generalising the reports for all departments in the faculty. They also felt that there should be collaboration between the department of social work and CSSU. This would be a positive contribution to the field of social work. Currently, there is a perception that 'anyone' can write a social work report which lowers the status of the profession but if reports are improved then the reputation of social work will be recognised.

CHAPTER SIX: SIMILARITIES AND DIFFERENCES BETWEEN THE TWO GENRES_ PROFESSIONAL DESTITUTION REPORT AND THE STUDENT CASE REPORT

6.1 Introduction

In this chapter, I am discussing the similarities and differences that were found in professionals' reports and the students' reports. The interpretation and discussion of the findings starts by summarising and reviewing the findings of the study obtained from data analysis and giving responses to the research questions. The study was guided by two sets of questions which are restated below for convenience:

- 1a. What are the types of documents produced or written by professional social workers in Botswana?

Data sets collected during phase one led me to ask questions 1b. I collected a range of documents from the social workers' office. Among the documents collected from the professional social workers, there were court case reports, Community home based care reports, truancy reports, transfer reports and a large number of destitution reports. I concluded that a destitution case report was a key document, in turn leading me to research question 1b.

- 1b. What are the typical patterns and functions of Botswana destitution case reports as a genre?

In analysing texts in this genre, I became aware of key participants represented as clients. This matched what I read from other social work articles where representation is an issue therefore I established the next question.

1c. How are clients represented in destitution reports?

Then the second set of questions is about teaching writing to social work students. I had at first considered analysing reports they wrote in classroom context but I rejected them as they did not resemble professional documents written during their fieldwork placement. The fieldwork case reports were a promising source of data.

- 2a. What kind of reports do social work students at the University of Botswana write during fieldwork placements?
- 2b. To what extent does this pedagogic genre resemble the professional genre of case reports?
- 2c. To what extent does this pedagogic genre help students prepare to write their target professional genre?
- 2d. How can the current situation be improved?

To address research question 2b, in this section I am trying to identify the similarities and differences of the genres to answer the question to what extent does the pedagogic genre resemble the professional genre. In what follows, I present the similarities and differences identified between the two genres of professional reports and students' reports. Overall, it will be noted that there are more differences than similarities. I will deal with similarities first.

6.2 Similarities

6.2.1 Existence of subheads and (lack of) structure

Reports in both genres are structured into subheadings which serve different purposes for each genre. However, in neither genre is there a particular pattern of the order in which subheads appear. The student genre contains subheads which the

professional genre does not – but even where subheads are similar the contents may be different as will be discussed below.

6.2.2 Similarities and communicative purpose

There is some similarity in the communicative purpose of the two genres. This is only partial. As was discussed in the previous chapter, the students' reports address a range of communicative purposes that the professional genre does not. However, the students report does share the professional purpose of making a recommendation, even though it needs to be noted that the recommendation would not necessarily have the same weight.

6.2.3 Similarities of moves

The only clear similarity in the moves is move one in both genres where the particulars of the clients are recorded. Heally and Mulholland (2007) explain that case records are important for providing factual information of the client which is done through provision of addresses etc. There is partial similarity between the moves in which a decision is recommended. This is partial in the sense that, as will be discussed below, the 'recommendation' move in the student report genre has additional functions to that in the professional report genre. Finally, we should note that the student move 'history of the case' had some functions in common with moves in the professional genre.

6.2.4 Challenges in composing genres

Representatives of both groups stated in the interviews that they face challenges of interviewing in their first language and translating the notes into English. This can be illustrated by two quotes, one from a professional and one from a student:

Extract 6.1

What do you think are the key challenges to writing these documents?

K.J: Ha ke simolola ka yone[to begin with] social enquiry report, the challenge ke gore o interviewa the client[that is, you interview] ka Setswana,[in Setswana] and at the end of the day we are expected to produce report e e kwadilweng ka sekgoa, e e leng gore[that is written in English which is] it's a challenge sometimes nna ke nna le kgwetlho ya gore ke[I personally have a challenge of] translate Setswana seo [that] to English but other documents I don't think ke nale [I have]problem le tsone [with them][Interview with K.J 25.2.2011]

Extract 6.2

Ken: Challenges, yes, and the biggest challenge I had is compiling the cases. I'd say it was probably or let me say language? Yah, you know...to use the language because most of the times I used Setswana with my client because she wasn't from the Kalanga ethnic group. So I had a problem talking to her in Setswana and then putting my notes in English. I noticed that I'd at sometimes skip or not record something properly. And at times when I had now to compile the reports, I could see that my notes, were kind of incomplete. And I really had some challenges in trying to complete a comprehensive report from those notes. [Interview with Ken 14.3.2011]

Rai (2004) also identified the problems of social work students whose native language is not English. She explains that these students may feel at ease with using their first language but they have to write accounts of their practice in English.

6.2.5 Lack of recognition

During interviews, the social workers and the students were concerned that the community they are serving does not respect their profession. This is seen as linked to the way the reports are written and some of the roles that social workers play in the society like giving handouts. The extracts below from both professionals and students, clearly state the concerns.

Extract 6.3

For example;

OLM : *It's just that right now its not realized, people don't ...people still have a vague view of what social work is. They still consider us to be those bo-mmaboipelego ba bogologolo ba ba phakisang, [those social workers who gave hand-outs] but we know that we are professionals, we are educated to be making a difference. [Interview with OLM 9.3.2011]*

You are saying that people are undermining social work, why are they not taking it seriously?

OLM:*I think the way social work is practiced here in Botswana, maybe that's why people think a social work can be someone who has just failed form 3... Most of the things that are addressed under the destitute policy here, the intervention is food basket. Which means that food basket is not going to solve the problem. [Interview with OLM 9.3.2011]*

According to history of social work in Botswana, social work profession was started as an office responsible for “Food for work” programme in (1966-7) when there was drought in Botswana. The people had to work in order to be paid by/with food and when the ‘food for work’ programme ended the incomplete projects were the responsibility of the community development department (Ferguson-Brown, 1996). As the profession developed the responsibility of paying drought relief workers as they are now called was placed under a different department no longer under S&CD. Even when this has changed people still regard social workers as (Bommaboipelego) and not linking social work with some of the professions they do as stated by;

Extract 6.4

OLM: *most of our cases now, they are social cases like marriage problems, delinquent children, and court cases, so now I know we are doing a different job than a few years back. [Interview with OLM 9.3.2011]*

6.3 Differences

As was discussed above, there are more differences than similarities between the two genres. The professionals' reports are brief and straight to the point. The average length of professional report is 505 words, with the longest being 1015 words and the shortest 273 words. For the student genre, the average length is 1522 words with the longest report being 3018 words and the shortest being 384 words.

6.3.1 Structure and subheadings are different

The structure and subheadings of the two genres are different; the only similarity is subheading one, where biographic details of the clients are provided. The physical format of the professional's report is loose but certain functions or moves have to be included in order to achieve the communicative purposes. The professionals are guided by the destitution policy to write their reports and make recommendations that are based on what the destitution policy recommends. The students did not follow a format but had all subheadings placed at different parts of the report which shows that there was something that guided them on what to write. Extract 6.5 explains why students did not have a format.

The following quote gives an indication of the different content which is expected in the student reports:

Extract 6.5

The reports that you wrote when you were in this fieldwork, were they similar to the ones that you were taught in this university?

Rose: No. They were not similar because the Agency had some forms that they were using and you had to follow the way in which the form is structured. Then when we wrote our reports for submission in school, we had to do it in a different way, because even in the field, they don't know what you

mean by theories. So in our reports that we produce here we had to write theories which apply to the cases that we were dealing with, but in that form its just social background, educational background, employment status. Just that kind of information only. [Interview with Rose 24.2.2011]

6.3.2 Moves

The moves of each genre have been discussed in detail in chapters four and five. We saw that, despite having some level of similarity of communicative purpose, the moves patterns of each genre are very different. There are nine moves in destitution reports while in students' case reports there are six moves. In destitution reports moves are used to assist the writer to make fair recommendations for their clients. Student reports share this function to a certain degree, but they also respond to pedagogic purposes which require moves of their own. The effect seems to be that various function of the professional report are 'squeezed' into a smaller number of moves in the student report, and that extra, pedagogic moves are added. The students use these moves to establish pedagogically acceptable objectives and narrate a story of what they did for their intervention. The table below shows the moves from the two genres.

Professional moves	Students' moves
1. Record the client's particulars	Move 1: Recording the clients particulars
2. State the purpose of the report	Move 2: Providing history of the case
3. Describe the client's social networks	Move 3: Stating what they wish to achieve
4. Assess the standard of the client's physical residence	Move 4 :Accounting for the client's problems
5. Categorise the client's well being	Move 5: Reporting roles they played in lives of clients
6. Interpret facts in relation to client's ability to self-support	Move 6: recommending a decision
7. Recommend a decision	
8. Justify the recommendation	

9. Acknowledge authenticity	
-----------------------------	--

Table 6.1 Moves for the two genres

6.3.3 Self representation and accountability: Use of 'I' and 'the office' or the officer

Another major difference between the two genres is the extent to which the writer does, or does not, refer to him/ herself. In professional reports, there are no instances of "I". The writers referred to themselves as "the office" or "the officer" and they stated in interview sessions that they make decisions on behalf of the office. They also noted that this terminology reflects the fact that when an individual social worker is transferred, the office will be accountable for what is in the report. When asked why they use the office O.M responded by saying

Extract 6.6

OM: Because the decisions that I'm taking, I'm not taking in my personal self, I'm doing it on behalf of my employer or the organization or the department that I work for.
[interview OM 28.2.2011]

The contrast with students seems to rest on the different way in which student writers are positioned regarding their audience. Students have to show their academic audience that they have the capability of making decisions and reflecting on them; instead of "the office" they refer to themselves as "I".

Two extracts illustrate the point:

Extract 1

Case 58 destitution report by professional social worker

Based on the assessment carried, the office recommends that the client should not continue to benefit from

destitute program. The office recognizes the fact that the client is still young and also able bodied. The office also convinced the client to reconsider her decision to join the poverty alleviation project and hence recommended for termination.

Extract 2 Case 12 student

I do recommend that stake holders concerned with children' welfare such as SOS, Child line, Department of Social Services and Social Welfare and Community Development take conscious and aggressive campaign to sensitize the public about parental skills appropriate to children including orphans. This could be done through organizing workshops in kgotla and other public places. Furthermore I urge the police and other human rights watchdogs to ensure that appropriate legal action is taken against those who transgress children's rights and laws.

6.3.4 Personal narration

In students' reports there is more narration of their own part in what went on. They report what they did in a story form. They report what they did and there is more reference to the writer as they address themselves as "I" The following two examples show how this works:

Extract 3 (case 16)

This case has been referred to me by my supervisor who felt that I was better equipped to handle it because of the age difference between me and the client and that Mooketsi would open up to me better than he would with him.

Extract 4 Case 15: ASSESSMENT

I had to make an assessment of both parents so as to come up with a good conclusion which will be in the best interest of the mother and also which will help to reconcile both parents for the benefit of the children. So for both parents I had to make an environmental, interpersonal, and intrapersonal and also look at the economic backgrounds of both parents. I also had to make interviews with important people who could

provide important information such as the maid of the children, and daughters of the mother from the previous marriage.

In both extracts, it seems reasonable to say that the writers are telling a story about themselves – how the case came to them, what their role was. This contrasts with the professional reports, where any narration tends to be about the client and how they came to be in a problematic situation. Rai (2008) explains that “Social work education has a requirement to reflect not only on practice but also on personal experience, including personal and professional values” (p.28). The students have to fulfil the requirement of reflective writing.

6.3.5 The role of statements of objectives

In destitution reports, the purpose is stated in the introductory part of the report which determines the objective of the social worker. Examples have been seen in chapter four, in the discussion of move two. In student reports statements of objectives, which appear in move three, have a very different role. They do not refer to the purpose of the genre, as is the case for the professional reports; rather, they refer to objectives that students set for themselves in order to help the students to achieve their intervention; there is a subheading for objectives in 17 out of 26 student reports while it is not there in the destitution reports.

In the examples below, students represent themselves as bringing about a significant change in the life of their client, through their intervention.

Extract 5 Case 17 student

OBJECTIVES

•*To advocate for him to get a lighter sentence in order to continue with his school since he has already shown interest in school*

•*To help him avoid problematic situations and focus on what is important to him, through the provision of counselling.*

The professionals state directly the purpose of the report. For example

Extract 6 Case 5:

This is a social enquiry report aimed at determining whether one K.B, who for the purpose of this report is referred to as client should or should not be registered and assisted as a destitute beneficiary with S&CD department. The case was referred to the S&CD office by the area social welfare committee.

6.3.6 References to theories

In the professionals' reports there is no reference to theories, but in students reports they have to explain theories that help them in their intervention. This difference has been noted by others studying the writing of student professionals; for example Parks (2001) explains that "during the student nurses' internships, doing care plans remained primarily a school task, as the regular staff nurses they had contact with did not use them" (p.414). Nesi and Gardner (2012) state that;

In the workplace the professional writer's expertise will usually be assumed, and in any case the underlying theoretical knowledge will probably be shared by professional colleagues, and may be of little interest to other co-workers or clients who are focussing on the practical outcome. (p.172)

The following extracts indicate that students believe that reference to social work theories are helpful to their clients, and also help them as student social workers to distinguish themselves as professionals:

Extract: 6.7

Unity: When you talk about theories to intervene, I forgot to ask you about the way you wrote in the field and the way you are writing in the university; the difference. Because when I look at how professionals write they don't include any theories, but you in the university when you write your reports, you include those theories.

Shatos: Tota[really] the theories, they are very important, nna se ke se lemogileng gore [what I have discovered is that] they are very important even though we were taught kwano; ko [here in]; degree programming. Mo e leng gore ha o ka lebelela [like if you could look at] the way we were writing before we came here, o ka bona gore [you can see that] some of the things were even hurting the clients more and more. Re sa kgone go ba thusa, [unable to assist] re sa kgone go fitlhelela mo di-problem-eng tsa bone.[incapable of identifying their problems] Ha gongwe ha client e tla,[at times when the client comes] like right now program e re e dirang,[one of the courses we are taught] go nale course e nngwe e relate fieldwork into theories.[there is one that relates fieldwork into theories] E bo e kgona go tsenya dilo tse di tshwanang le [it included scales] di-scales gore motho ha a go raya are o depressed,[so that when the client talks about depression] o ka kgona gore o scale [you can use the scale] jang gore ha a re o depressed, how deep is the depression o dirisa scales, o bo o dirisa [we use scales and theories to intervene]di-theory gore how can we intervene. But ha rele ko field-eng [but at the field before we came to the university] we never used those things. Re ne re kwala report ee tshwanang hela jaaka motho a ka feta ko tseleng a bo a e kwala.[we used to write simple reports that were not up to standard] [Interview with Shatos 14.3.2011]

Extract: 6.8

Unity: What I have observed again in between the professional writing of the reports and the student's reports is that in the student's reports, there are theories and models, but at the field there were no theories? Can you briefly tell me about that?

Vero: Initially we had this mentality that theories are western ideas, they cannot work in our situation; Setswana situation. Nna [I] feel they can work because when we were using this psychoanalysis theory, at times we feel this person is just pretending to be having this problem but not understanding that it might be something from way back that propels his behavior. [Interview with Vero 15.3.2011]

The only reference used in destitution reports is the destitution policy that helps the social workers to make their recommendations. In case reports, students have to state

objectives that are related to their interventions and then they use theories that will help them achieve their objectives. From my observation, the students had to identify the problem of the client and justify that with a relevant theory to explain the problem. They do not discuss different theories but they identify one that accounts for the particular case they are dealing with or to support their proposed action as illustrated in the following examples:

Extract 7 Case 21

Social learning theory by John Dollard and Neal Miller

According to Robbins et al, (2006) Dollard and Miller were among the first to address the role of imitation and modelling in learning. They proposed three mechanisms that they believe to account for most forms of imitation. The first is the same behaviour, which denotes that any two people may respond in the same manner to the same stimulus. Second is copying, in which a person learns to model his/her behaviour on that of another. The central learning component in copying is the development of knowledge that the copied behaviour is the same and that it is within the bounds of social acceptability to engage in copying. The third form of imitation, that of matched-dependent behaviour which Dollard and Miller found to be central to social life. Matched dependent imitation occurs when a person attempts to match the behaviour of someone else by depending on cues provided by the other person. In this case, Onkemetse possess these forms of mechanism as he imitates the behaviour displayed by his parents and siblings. The environment he lives in influences him to abuse alcohol as he copies the behaviour and believes is socially acceptable as people he lives with abuse alcohol.

Extract 8 Case 23

Payne (2005) explains this behaviour using attachment theory. He laments that a person who behaves like this shows signs of insecurity and ambivalence. Ambivalent children demand attention, display neediness and dependence and they are nervous of new situations. The psychoanalyst Bowlby (1969,1973, 1980) in Payne (2005) 's theory of how seeking attachment to others is a basic drive explains that when children feel under stress, they

seek attachment to others in several ways. One that explains Gladys' behaviour is coined separation protest. This is whereby someone tries to prevent separation from secure people. So I think that maybe my client finds security in her acquaintances, hence she does not want to lose them. She might also be anxious of how her life is going to be like without them.

Integration is essential to develop practice skills that are associated with reflection and written skills that are required in reflective writing. Rai (2006) in her research focussing on teaching reflective writing to Social work students in the Open University argues that one of the ways of teaching social work students to write is to integrate theories to show how it has informed their practice and to show whether they have learnt their subject well. Students are including theories in their case reports to demonstrate to their academic tutors that they have acquired skills required for the field. The two extracts above illustrate how students support their arguments by quoting relevant theories and explaining how relevant those theories are for their decisions and for their interventions in their reports.

6.3.7 Reference to Setswana culture

Unlike the professional writers, student writers sometimes make reference to Setswana culture through the use of Setswana proverbs or citing some Setswana examples in their reports. The following illustration is an example of the use of Setswana proverbs that was found in one of the case reports, and another reference to Tswana cultural belief. Extract 9 *Case 1*

There is a Setswana proverb which says "moremogolo go betlwa wa taola wa motho oa ipetla". This literally means that a person is the only one who can control himself or herself. If a person does not want to change there is no how someone can force him/her to change. I therefore recommend that the client consults social workers whenever need arises. Letsema le thata ka mong

wa lone (a person should be dependent, self-starter and taking a learning role be initiative in his/her life)

Extract 10 Case 9

One day when I try to visit my client's home I found the mother alone and said that Yaone has gone to the cattle - post to be treated by the traditional doctor so as my profession only intervene on scientifically proven statements I explained to her that I will wait for her to be treated and will intervene after they are done with the doctor. This was a barrier for good intervention but I had to respect their beliefs.

The professionals' writing is brief and straight to the point and does not include any references to Setswana culture but in some reports the culture can be inferred.

Extract 11 Case 6 professional

He explained that his sickness is a result of traditional doings, because the medical doctors don't seem to correctly diagnose what is wrong with him.

Martin (1997) refers to genre as a process through which 'social subjects in a given culture live their lives" (p.13). Here, it seems that student writers are explicitly indicating their membership of, or understanding of, Setswana culture. This possibly indicates that such understanding is valued in the context of University of Botswana; in other words students' writing might involve their ability to demonstrate their knowledge of Setswana culture to their academic supervisors which is one of the characteristics of professional social workers.

This is illustrated in cases cited above for example case nine where the student had to wait for the client to finish consultations with the traditional doctor. Case four (see appendix 7) illustrates a client who tried to follow Tswana customs but because they were not helpful he resorted to the social welfare office. In the professionals' reports, cultural aspects are inferred and not directly mentioned whereas it is more

pronounced in the students' reports. For example, where the social worker could not ask the client whether his problem was just TB, the social worker explained that because of age difference he could not investigate the problem further. In Setswana a young person cannot ask an elderly person to elaborate on his ailments. It is considered as disrespectful.

6.3.8 Recommendations made for the office but not about the client or for the client

Recommendations in destitution reports were specifically to deny or assist the client with benefits; there were also justification for the recommendations. Students' reports also include recommendations about the client, but importantly, they also include a very different sort of recommendation.

Recommendation- Professional

Extract 12 Case 51

After carefully considering the information gathered during assessment process and the observation made at the client's home, the office therefore does not recommend the client to be registered as a destitute person. However the office recommends that her daughter, One, be considered for Ipelegeng on permanent basis so that she can assist the already available support in the family.

In the students' reports the recommendations are about their concern for the profession as below,

Extract 13 Case 8 Student's report

Recommendations

During the case I realised that some dysfunctional aspects of the environments that can lead to us being distressed and have suicidal thoughts. One of them is

that the work place lack support systems for us to develop personally outside work. We are often give incentives like employee boot camps so that we can clear our heads to produce more at work. These do not help us or our relationships with our families and when we become enlightened about it we can become frustrated and not be productive anymore at work. I suggest that workers be given security about their families' wellbeing while they work, for example workshops on parenting and a day to bring our children or spouses to work to see how we work. This will improve bonds between families and ensure productivity at work more than the big salaries and nice

Extract 14 Case 20

RECOMMENDATIONS

I urged the ministry of education to keep an on-going assessment to children who have special needs but are placed in formal schools to check whether they are really benefiting from these schools. HWWB will follow up the case to ensure that Prince gets assistance.

It is difficult to be sure why students make this type of recommendation. Given their status as students, it seems unlikely that their recommendations would be followed up. It seems more likely that these recommendations have a display function, indicating the knowledge, reflexivity and critical thinking which are desired in a student social worker.

6.4 Conclusion

In comparing the two genres in this study, I have found that there is limited crossover between the students' genre and the professional's genre. The two genres are unique in each sense; they are also serving two different purposes. The professionals are advocating for the clients to be assisted with basic needs as they tend to be underprivileged in terms of living. The students are writing for two different audiences who have different expectations.

When writing for the office, students have to write in the way that is accepted in their offices by using formats provided by fieldwork supervisors, but when writing for their academic supervisors they have to clearly illustrate that they have learnt what they have been taught before they went for the fieldwork placement. Rai (2004) refers to this type of writing as hybrid where students have to demonstrate their academic skills as well as their work based writing.

The content of the students' reports is based on the type of case the student attended. The description made in the interpretive section of the report strengthens the content of the report. The reports that the students wrote had to have a section where they had to link the theories they have learnt to cases they were attending. They also had to link the knowledge of social work to real life situations. Some headings were clearly designed to allow the assessor to assess the students' knowledge of social work.

These students are faced with several challenges during their placement, one of them being lack of training in writing before they are placed. The type of reports they write is determined by the interest of individual supervisors' area of specialisation. The other one is the use of theories which is not used in the field.

The two groups have similar challenges. The first is of language, where they have to conduct interviews or conduct oral communications in Setswana but write official documents in English. Secondly, both groups lamented that their profession is not recognized. People still refer to them as 'Bommaboipelego' and yet that role has changed. The drought relief programmes are no longer under their department but members of public still link them to the roles they played in the past. Although the social workers are playing different roles from what 'Bommaboipelego' and

Boraboipelego' used to do, they still recommend clients who are fit to do 'Ipelegeng' projects which links them to the concept of self-reliance or 'Ipelegeng'.

CHAPTER SEVEN: PEDAGOGICAL PROPOSALS FOR BOTSWANA CONTEXT

The genre approach is concerned with providing students with explicit knowledge about language. (Feez 1998:26)

7.1 Introduction

The results of chapters four, five and six have influenced me to propose the pedagogic approaches in this chapter. Therefore in this chapter, I aim to identify effective pedagogic approaches that enable educators to help students improve their writing during professional training. There are two stages to this – a proposal to modify the current internship report, and a proposal for classroom pedagogy. I will discuss both of these. Although the main focus of this study is in Botswana context, the proposal is applicable in other contexts to help students become better social work writers.

As explained in chapter one, students in the University of Botswana are non-native speakers of English. As indicated in other chapters English is used for official purposes and in most cases people use their first languages in the country. Students in the university have language problems too. They need to use social work genres in English and yet these are based on interactions in their first language. Therefore there is need to develop language competency skills and discipline-specific competency so that students may/can acquire relevant skills to apply in their areas of specialisation. To fulfil one of the aims of Vision 2016, ‘Building an educated informed nation’, the vision states that “By the year 2016, Botswana will have a system of quality education that is liable to adapt to the changing needs of the country as a world around us changes”(p.5). Chimbganda (2000) recommends that there is need to improve teaching strategies at university level in order to use

resources that might enable students to learn better. As we have seen, there are debates about whether professional writing is best taught in university or not, but the fact remains that, this is what happens in Botswana and a number of other contexts. Therefore my task in this part of the thesis is to propose ways of teaching professional writing in the University of Botswana as well as other social work institutions and how best can it be taught.

7.2 Summary of the pedagogic need

There is an established tradition, in EAP/ESP, of basing pedagogy on needs analysis. Dudley Evans and St John (1998:125) suggest some approaches to needs analysis, this study has addressed many of the points they recommend. They state that needs analysis in ESP encompasses: “professional information about the learners”, to establish the purpose of the course – that is, what the students will be using English for – and “personal information about the learners”. The current research has extensively covered both of these points, looking in detail not only at ‘good’ student reports but also at the writing of professional social workers, which students are allegedly being taught to practice. I have commented on the students’ current levels of skill and knowledge, on the ‘gap’ between where they are now and where they need to be as social work professionals, and on the suitability of their current course for helping them to bridge that gap.

As has been illustrated throughout this thesis, there are important differences between a) the kinds of writing produced by professional social workers, b) the kinds of writing required of social work students on professional placement, and c) the kinds of writing taught to social work students on the university based CSSU course. To an extent this is inevitable because of the different contexts and communities in

which the three types of writing take place. But, when the differences are too big, the situation becomes problematic in terms of the aims of CSSU course and of the placement writing requirement – both of these situations are intended to help students develop the writing skills that they will need when they begin to practice as professionals. Therefore there is a need to collaborate with content lecturers and develop some pedagogic strategies for writing which will lead to students being taught more of what they need to know.

In this chapter, I accept the constraint that much education of social work students takes place in the university classroom, and look for the most effective pedagogy possible. I suggest a genre-based approach which will; enable students to a) reflect critically on the writing of both professional social workers and students on placement, and b) to produce effective placement reports.

7.3 proposal to modify

7.3.1 Summary of reasons why modification is necessary

Although students have to write for the workplace during internships, they are faced with the problem of writing one document for two audiences. Adam (2000) states that the contexts are different. This is posed as a difficult situation for the students. The two readers from the university and the workplace have influence over the work of the students in this situation. As I have already discussed in other chapters, students have to demonstrate that they have understood their course work, while the “workplace reader has the power to determine whether a written document is finished”.

7.3.2 The proposal modification

I propose that during placement, students should write reports that are exactly the same as those professionals in the office are writing. Secondly, they should write another text for the university which will be a reflective rationale stating why they have written their reports as they have. In this second text, they can acknowledge the type of case they wrote briefly, and then they describe the theory they used for intervention as well as the outcomes of the case and what they have learnt from the practice.

In preparing these reports, students will be supported by their fieldwork supervisors. Kahn and Holody (2012) in an article describing ways of supporting field instructors' to help students improve writing, recommend ways in which field instructors can help students to improve their writing skills. This is illustrated in the following paragraphs.

Firstly, supervisors should "provide examples of good enough writing" (p68). During their internships, students are exposed constantly to examples of field reports. Field instructors can help them to see in what ways these examples are good ones.

Secondly, "Expect revisions of certain document" (p70), they suggest that the instructors should ask students to submit drafts of some documents so that they give feedback and ask students to rewrite the drafts where necessary. A professional social worker is expected to write a case report with little fuss, but this is not true for a student – field instructors should anticipate supporting students as they perhaps make multiple drafts.

Thirdly, "Attend to substantive problems over surface errors" (p71), they explain that since there are different levels of genuine writing problems, students would

benefit more if their attention is drawn to those issues which may impact on the communicative success of the text they have produced. In summary, “students need opportunities and resources, which include the benefit of field instructors’ agency experience, to think through the writing problem anew” (Kahn and Holody, pp.68-71).

My proposed formats for the two new internship texts are below:

7.3.2.1 A proposed sample of the report for fieldwork placement

1. Particulars of the client:

Address:

National I.D

Religion:

Marital status:

Occupation:

Education:

2. The purpose of the report:

3. The client’s social background:

4. Environmental assessment:

5. Health status:

6. Interpretation of fact:

7. Recommendations:

8. Particulars of the writer and date

This format is similar to the Social Enquiry report used by professionals in the field. The social Enquiry report has moves that describe the case attended at the particular time.

7.3.2.2 Text 2 for the university

1. Particulars of the client:

Address:

National I.D

Religion:

Marital status:

Occupation:

Education:

2. The purpose of the report:

3. The client's social background:

4. Environmental assessment:

5. Health status:

6. Interpretation of fact:

6a. theories for interventions:

6b. Outcomes:

6c. what has been learnt from the practice:

7. Recommendations:

In this format students have to demonstrate their knowledge of the theories they have learnt from their social work course and therefore they have to add sections 6a-6c which make it more relevant to their academic supervisors.

7.4 Towards a proposal for classroom based teaching

Ames (1999) claims that; “... the classroom is an appropriate place to teach the generic knowledge and skills that students can build upon in field placement and on the job” (p.234). She goes on to suggest that before students enter fields of placement they should have opportunities to work with documents that are used daily in the social work field.

In this section I focus on ways of teaching writing skills to social work students within the classroom setting, before they go on internship. First, I will discuss approaches suggested by different scholars then the activities that can be used in class when teaching such skills. Secondly, I will look at needs analysis for social work students; and thirdly, in the light of my answer to research questions 2c and 2d, I will propose some pedagogic interventions designed to help UB social work undergraduates prepare for two target genres that they must employ: the modified internship report and the professional case report.

7.4.1 Current COM 152 course outline

The proposal presented in this chapter is made for the CSS department, which teaches a compulsory communication and study skills course II for one semester. The course is allocated three teaching hours per week. The rationale for the course states “This course responds to the CSSU learning and teaching philosophy which promotes learners’ academic and professional communication skills and commits itself to produce graduates who are competent communicators as scholars, professionals, and interactive citizens”. (See appendix 8 for a complete course outline). Individual lecturers have their own preferred teaching styles: the outline gives a guide on which topics should be taught, but how they are taught is up to the

lecturer. Lecturers responsible for social work classes can adapt the topics listed in the outline to suit the needs of the social work students. This flexibility means that there is scope to propose, as part of this thesis, a new approach to teaching professional report writing for social work students.

Report writing in Social Sciences

- Reports – (occasional, routine, investigative and feasibility study reports)
- The experimental report
- The field report and case study
- Manuscript form for research reports
- Title, introduction, data and method, results and discussion, conclusion, references

In order to produce graduates who are competent as professionals, the curriculum should specifically address the needs of particular groups rather than grouping them as members of faculties. There are many departments grouped under faculties, for example, some of departments in social sciences are media, social work and public administration. Each department has specific needs for report writing as they write differently. My own research has focused specifically on the field of social work, and therefore my proposals are for social work students.

7.4.2 Principles of a genre based approach to teaching professional communication

Before presenting my recommendations, I will first present Paltridge's (2000) suggestions on how professional communication can be taught using Beckenkotter and Huckin's (1995) five principles. To recap, these principles are: genres are

dynamic and open to change, secondly; genre knowledge is a product of the activities and situations in which it is produced, thirdly; genre knowledge includes both form and content, fourthly; the use of genres both constitute and reproduce social structures, and lastly; genre conventions reveal the norms and ideologies of discourse communities (Berkenkotter and Huckin, 1995: 4).

For the first principle, Paltridge (2000) suggests that students should be made aware that what they are learning from the university may be adapted when applied to the workplace. “Students need to be aware that what they are writing is not a business letter or the technical report, but that each text they are writing is an instance of a genre that is strongly influenced by a number of important factors” (p.398). How this can be done is discussed fully in the proposed pedagogical genres below.

Secondly, genre knowledge is a product of the activities and situations in which it is produced; language is acquired by socialising students into the ways of using language in specific settings rather than teaching them. Students should be made aware of the social and cultural settings of the genres that they are learning. They should be able to analyse the text rather than just identifying the language used. As they become aware of these social and cultural settings, they are also learning the target language that will help them interpret the types of genre they are learning and apply them to real life situations.

Thirdly, genre knowledge includes both form and content. Paltridge (2000) explains that “this includes a sense of appropriate content for a particular purpose, in a particular setting, at a particular point in time” (p.398). Students need to understand current issues and conventions in their target field; they need to learn how arguments are presented in their texts.

The fourth principle is that the use of genres both constitutes and reproduces social structures. When people use particular genres they produce and alter social structures. When people learn these genres they should consider factors like age, status, and social distance between the writer and the reader.

The fifth principle is that genre conventions reveal the norms and ideologies of discourse communities. “The professional writing classroom, then might explore issues such as gender, difference, and identity and how these are reflected in texts students are learning to write” (p.400). Students need to consider their audience for the particular genre and how the audience might react to what they read.

The principles suggested above form a basis for the suggestions of activities for enhancing writing skills to improve the competency of the social work students at the University of Botswana. In what follows I present a proposal of pedagogical activities that could help students improve their writing.

Horton and Diaz (2011) made a follow up of Alter and Adkins’ (2001) concern and they introduced a social work course that incorporates the pedagogical strategies of the Writing across the curriculum (WAC) programme. They suggested different teaching activities that actively involved students and they engaged the social work faculty. They conclude that “We are encouraged by students’ excitement about their increasing writing and thinking skills as they progress through the semester...and by unsolicited positive comments from faculty in the department who have these same students later in courses” (p.61).

Schneider and Andre (2005) conclude their paper by suggesting ways in which universities can prepare students for writing in the workplace. Their suggestions which are based on the findings of their study are: Integrating writing instruction into

content area courses, fostering research and analytical skills, introducing students to the features of workplace genres, imparting an understanding of the complex nature of genres and of genre acquisition, providing practice in written genres, encouraging collaborative writing, providing ample feedback on writing and demanding high editorial standards and promoting work-term and internship options.

7.5 The pedagogical proposal in more detail

7.5.1 A possible course outline

In what follows, I present a sample of my proposal to improving COM152 course outline. This relates to interview skills and report writing in social work covered under topic professional and academic writing of the course outline, I will follow Burns and Joyce' (1997) description of the basic stages of designing a genre based course.

Step	Discussion and examples
1. Identify the overall context	University: COM 152 course to prepare students for social work internship
2. Develop an aim	To develop interview and case writing skills
3. Note the language event sequence within the context	<p>Activities could include:</p> <ul style="list-style-type: none"> • Information gathering techniques • Forms and formats • Filling in the intake sheet • Taking notes from the interview • Using notes and intake sheet to develop a case report • Identify moves in case report
4. List the text arising from the sequence	<ul style="list-style-type: none"> • Intake sheet • Case report

5.Outline the socio-cultural knowledge students need	<p>Students need knowledge about:</p> <ul style="list-style-type: none"> • Type of information to collect • Professional expectations • Their roles in the field
6.Record or gather samples of texts	<p>Written texts include</p> <ul style="list-style-type: none"> • Log book • Intake sheet • Case report
7.Develop units of work related to the texts and develop learning objectives to be achieved	<p>Classroom tasks should be sequenced within units of work to provide students with:</p> <ul style="list-style-type: none"> • Explicit input • Guided practice • An opportunity to perform independently • Applying recording skills

Table 7. 1 Basic design in designing a genre based course. Adapted from Burns and Joyce (1997:79)

7.5.2 Possible activities

The activities described below could be adapted into the teaching or curriculum of the course COM 152 in the University of Botswana. As stated in the course outline, some of the teaching strategies will be discussions, simulations and role play, thus student will be given samples of genres where they have to identify how language is used. They can discuss in pairs or in groups to tackle some of the activities suggested below. I am assuming that these students are taught the content and context of their profession from their department, so I am only dealing with helping them improve their genres. The overall aim of this project is to help students to write better case reports during fieldwork placement or even after finishing their course.

In making these recommendations I refer to suggestions made by Ames (1999) and by Flowerdew (1993) regarding genre teaching in a classroom context. I also make use of the genre learning cycle as suggested by the school of Systemic Functional Linguists. Feez (1998) suggests that, “Each of the five stages of the teaching/learning cycle is designed to achieve a different purpose within the cycle of teaching and learning” (p.28). I have used the stages to develop the steps or class activities that are proposed below.

There are five stages in the learning cycle. Feez goes on to explain that “it is possible to enter the cycle at any point” (p.28), depending on what the students already know. I am adapting the cycle using activities that are specific to social work students in Botswana.

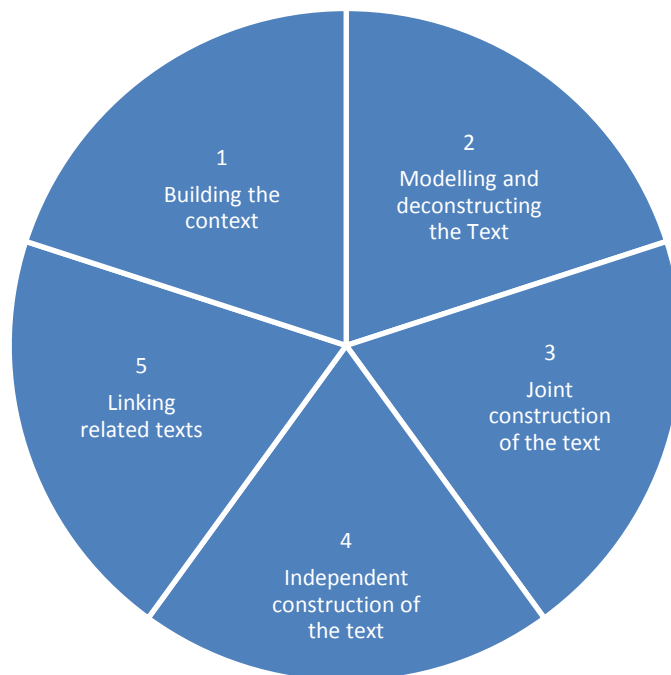


Figure 7.1 Teaching learning cycle: (Feez 1998:28)

For the Botswana context I am using each of the five elements of the cycle but I have chosen to place them in a different order which I believe is more suitable to the needs of students in this context as I will explain below.

7.5.2.1 Building the context

In order to enable students to critique and produce texts in their area, they need to understand how they are produced. A social worker can be invited to address students on the types of reports they write and the challenges of writing them as a starting point for developing their information gathering skills. As Blyler (1995) argues observing the context of production and reception of text is an important aspect of pedagogy of social action. Students might reflect on how they might respond to challenges of their professional writing especially where they will be working bilingually. Harrison (2009) explains that “All of the participants viewed their bilinguality as a positive attribute for practice” (p.1095). In this case students will be able to appreciate working bilingually as Harrison goes on to explain that “Bilinguality may appear to signify a level of cultural capital...” (p.1095).

After the presentation students can role play or simulate the first contact with the client. Students can also use case recording documents by using information gathered through observations and interactions that they role played. The activity is to help students understand the importance of recording in social work practice. One way is to bring a sample of the case register for students to use when collecting data from the client. Harding (2007) provides useful advice: “Use contexts, texts and situations from the students’ subject area. Whether they are real or simulated, they will naturally involve the language the students need” (p.10). Different forms from different agencies that students are attached to can also be used in such activities. In

this step students can explore the features of the texts they are using as well as the purposes for these texts.

As part of building the context, students can apply their recording skills. Students can have the opportunity to use the intake sheet that is used in the field, or any form of recording document from real agencies can also be used to help students learn recording skills. Students can be asked to interview one another or act out interviews; they can use the information from their role plays to fill in the intake sheet forms. Students can begin the process of learning about the formats and functions of the social history by interviewing and completing social histories on classmates or friends. Students can then present their work to the whole group to get feedback on clarity, conciseness, objectivity and completeness.

7.5.2.2 Modelling and deconstructing the text

Moor et al. (2012) comment that “Many...undergraduate students entering a social work program... have never seen a court report or social history” (p.65). In order to reduce this risk, Coyle (2010) recommends that instructors should “use sample documents from workplaces as examples for presenting and organizing content.” (p.197). The activity is about familiarizing students with forms and formats. Samples of real case records can expose students to the diverse recording forms, formats, and styles used in various agencies and fields of practice. Harding (2007) adds “Make the tasks authentic as well as the texts. Get the students doing things with the material that they actually need to do in their work” (p.10). Students should be provided with samples of real case records where they can simulate welfare officer and the client. Model texts of Destitution case reports can also be used for students to realise the structures and language and to identify moves in specific texts. In keeping with Swales and Feak (2000, 2004) students can be encouraged to focus on key linguistic

features. Students can be encouraged to emphasize the differences between moves or how moves are emphasized. Such discussions can help students see how case recordings are critical for their work with clients. (Ames, 1999:7–10)

Professionals can also be involved in class activities to address students because it is important for students to be able to hear community insiders talking about the communicative purpose of the genre they are aiming to be able to produce. Individual interviews with social workers can be a good source for this, or extracts from a range of interviews. Students can be asked to critically evaluate examples of the target genre in the light of these expressed communicative purposes. Ames (1999:9) suggests that as a small group exercise students can examine and critique the content and style of records from a variety of settings. It has to be admitted that there are risks associated with authentic documents; students might uncover deficiencies (Savaya, 2010). This can be treated as an opportunity for both the instructor and the students, as students might be inspired to avoid similar mistakes in future.

7.5.2.3 Linking the related texts

The focus here is on metacomunicating: different genres used in the field of social work will be discussed with the students. Students will be able to identify different texts used before producing the actual case report and when these texts are used; for example discussion of a case register and what goes into it. Students need to explore the intertextuality of a genre and to simulate the writing of it based on supporting texts in the same way that the professional social workers do. Students will be in a position to realise the importance of comprehending interviews conducted in a different language to written documents. Tsang (2007) explains that “Written communication in the form of records and reports is used to account for practice

conducted in the oral mode, and these operate with different sets of parameters” (p.65).

Students can be given chance to review texts that were exceptionally well written in the past and compare them with theirs in order to improve their writing. Feez (1998) suggests that “activities which link the text type to related texts include: role playing what happens if the text type is used by people with different roles and relationships” (p.31).

7.5.2.4 Joint construction of the text

Improving basic writing skills: based on the type of activities they came up with when they were building the context, students can now develop their initial reports, with the teacher acting as a facilitator to assist students. The main aim here is to introduce students to the idea that specific sections of texts can be understood as supporting the communicative purpose of the text overall. Students can be asked to identify the roles played by the sections of the text. They can discuss these roles in groups so that they agree on the roles identified.

The ability to write clearly and coherently is the foundation for recording conversations or information effectively, and many social work students need help with the basic writing skills. Harding (2007) suggests that the teacher should “spend time working out their language needs in relation to the subject” (p.10). With permission from the department, students can be given the chance to discuss previous case studies to identify common errors so that they will not make the same mistakes again. Different exercises, such as students examining relations of form and meaning for individual moves, cloze exercises focussing on key signalling items of moves of model texts, completion of model texts with moves or sentences deleted

(Flowerdew, 2002). Coyle (2010) recommends: “Use sample documents from the workplace as examples for presenting and organising content. Ask students to critique poorly written reports” (p.197).

7.5.2.5 Independent construction of the text

Students now practice writing the reports individually, either through e-learning or in class. Ames (1999) suggests improving basic writing skills, the ability to write clearly and coherently is the foundation for recording conversations or information effectively, and many social work students need help with the basic writing skills. Another suggestion for e-learning is expanding computer literacy or ‘On-line’ genre analysis by learners as an aid in creating their own texts. A sample of a complete case report can be used on e-learning for individual students to practise. Different activities can be used on line as a form of assessment.

After discussing all documents that social workers use in their profession with the students from different activities in class, they can now be given assessment activities to help them develop their professional competence. They can now be given an assignment where they can develop a case from an interview that was role played in class to write a case report. As another option, they would be given an extract from a case register and intake sheet to write a report based on that.

I agree with Feez (1998) when she explains that

It is very important to note that the genre approach does not advocate that students mindlessly imitate the teacher. Instead it gives students the opportunity to learn to function at a level beyond that which they could learn to do on their own. (p.31)

In this case I will advise students that they will be attending different cases which will need different types of content not just to use what they are learning in class as a fixed format. They should also be creative in terms of language use.

7.5.3 A sample lesson

1. Goals and aims: As stated in the course outline the course aims to enable students to produce general and subject-specific texts that pay attention to fluency, accuracy and stylistic appropriacy.

Topic: Case report

Objective: By the end of the lesson students should be able to use data collected from interviews to write a case report.

Elements	Performance criteria	examples of texts/ assessment tasks
Purpose 1. Interviews a. Has knowledge of purpose to interview client	Relevant information obtained to fill in the intake sheet	<ul style="list-style-type: none"> • Texts • Intake sheet • Case recording Tasks <ul style="list-style-type: none"> • Role plays
Discourse structure i has knowledge of appropriate staging of questions ii. can ask relevant questions to obtain appropriate data iii can manage some conversational techniques	Follow right steps of obtaining information through interview	
Grammar/ Vocabulary	Use appropriate	

Iv. Can understand and use procedures for interviewing V. Can use key vocabulary	vocabulary depending on type of case attended to	
2. Case reports a. Improving basic writing skills	Developing notes from intake sheet into a case report	
Discourse structure 1. Have knowledge of the structure of the report 2. Have knowledge of the communicative purpose of each section		

Table 7.2 Sample lesson plan Adapted from (Paltridge 2001:21)

7.6 Conclusion

This chapter moved beyond the COM 152 course taught at the University of Botswana to look at new ways of teaching writing which would be helpful to the social work students. Dudley Evans and St Johns' (1998) approaches to needs analysis are addressed. The needs analysis was inferred from the interviews and the texts that students write during their fieldwork placements.

Students are faced with the problem of writing for two audiences during their placement which is problematic. In order to address this problem, a pedagogical proposal is suggested based on the findings of this study in order to assist the students to become better writers and not only to learn the fieldwork genres from the field; they also need to practice them first in the classroom.

The use of the teaching/ learning cycle to implement the activities suggested in this chapter are considered to be helpful. Flowerdew (1993) makes an important point that models of genres presented are just to help students to learn. They should not be treated as fixed but as prototypes that allow for individual variation.

Chapter Eight: Conclusion

8.1 Introduction

In this chapter, I am presenting a summary of the study, its main contribution and implications, its limitations and recommendations for future research.

8.2 Summary of the study

This study aimed to investigate the relationship between documents written by professional social workers and University of Botswana social work students on fieldwork placement. The study sought to understand how the CSSU can bridge the gap between what professionals are writing and what students are currently writing so that students are taught relevant genres for their future practice.

The study was carried out in two phases: the first phase was collection of reports written by the two groups between July and September 2010. The general aim of the first phase was to explore the types of documents written by social workers.

The findings of the first phase motivated me to narrow down my research questions and helped me to design my interview questions for the second phase of my study which was in January to March 2011. The aim of the second phase was to look more closely into the types of reports written and the experiences of the writers of these reports as well as clarifying some of the issues identified in the reports. The second phase of the study was to answer the following questions: What are the typical patterns and functions of Botswana destitution case reports as a genre? And how are clients represented in destitution reports?

More specifically for students the research aimed at finding how students can be helped to write better internship reports. The study was to specifically answer the following questions: What kind of reports do social work students at the University of Botswana write during fieldwork placements? To what extent does this pedagogic genre resemble the professional genre of case reports? To what extent does this pedagogic genre help students prepare to write their target professional genre? And how can the current situation be improved?

To address the research questions, text analysis and interviews were used to identify the types of documents written by the two groups and to share the experiences as well as the context of writing such documents; the descriptive and interpretive nature of my research design helped me to probe in-depth into the experiences of the writers and the situations in which these reports are produced. I deliberately incorporated what they said regardless of how immense the quotes or abstracts were with the presentation of the data in chapters four, five and six in order to represent their voices and experiences in writing the reports they write.

One of the contributions of the study is to provide knowledge to social workers and teachers by helping in understanding the writing of professional social workers in Botswana. The findings showed that among many types of reports written by professional social workers in Botswana, 'A social enquiry report on destitution' is one of the main reports they write on a daily basis. The writers are restricted by recommendations in the destitution policy to make their recommendations. The writers have to use their observation skills to make unbiased recommendations that are not even up to the current standard of living as stated in Vision 2016 that "By 2016, all Batswana will be able to access good quality basic shelter, either in the urban or in rural area" (p.8). The reports are structured in related moves that are

addressing a communicative purpose of either providing or denying the client some economic assistance as a destitute.

This study revealed that it is important to look at the texts written by the social workers for identifying the purpose they serve and the contexts in which they were written in order to place them in a genre group, because the format, structure and language of the genre are not clearly defined. In terms of client representation the social workers have a choice of representing the client directly or report the client's voice.

The interpretive and descriptive nature of this study has also contributed in understanding the types of documents written by social work students on placement as well as their experiences. The students are faced with challenges of writing for two discourse communities. The move analysis has shown that students have two common purposes, one is to advocate for the client while the other one is to demonstrate to their academic supervisors their knowledge of social work. Woodward-Kron (2004) explains that "the concept of discourse community and apprenticeship provide a rich contextual framework for researching the social practices that shape students' writing in disciplinary contexts" (pp.158-59). Students lamented about lack of orientation during the first weeks of their placement which made it difficult for them to settle in their offices. Students can be better writers if they are guided and given feedback on their apprenticeship writing.

The interviews showed that students are not prepared for this type of genre; the professional discourse community expects them to be ready for the offices while they are not. They need to be specifically taught to write case reports they write

during their fieldwork placement and they feel that the CSSU should collaborate with the social work department in order to address their needs in writing.

Both professionals and students talked at length about the challenges they are faced with in writing their reports. For professionals, one of the challenges is language where they collect data orally in their first language and have to translate that into English which is the official language. Similarly with students they also had the translation challenges where they felt that some scientific especially medical terms or some English words are better left as they are than being translated. Students are also faced with the challenges of not being taught the texts they use in their fieldwork placement.

8.3 Implications

Very little in what students do in university prepares them to write professionally. As discussed in chapter 5, they are not prepared for fieldwork writing, and the courses that prepare them for fieldwork do not include writing. The other problem that the students are faced with in writing these reports is the interest of the individual academic supervisors. For example if it is someone who teaches policies the report has to be focussing on policies. Therefore there is need for students to be taught to write academically presentable reports that will be addressing what they do in the field not the lecturer's interest.

Bar-on (2001) laments that

After completing their placements, the students' experiences are rarely mentioned in class and they receive little, if any, feedback on their work besides a grade. In fact, they are not even entitled to get their written work back, as this is treated as a 'final examination' whose contents the university prohibits students from seeing. (p.134)

It is difficult for students to identify their mistakes if they are not given feedback and if their experiences are not even discussed it makes life difficult for them because they will never know what is right and what is wrong. Soven and Simon (1990) observed “students writing improves when faculty are interested in both the theory and technique of communication” (p.61).

In order to develop better social work writers, this study has attempted to suggest a range of pedagogical implications which may assist. In order to bridge the gap between social work writing and students’ writing I have made suggestions in chapter eight. Students need to be prepared for their fieldwork placement by being exposed to the genres they might encounter in the field. Although the descriptions of the genres in the study are restricted to Botswana context I hope that the approach I have used can be of relevance in other contexts.

8.4 Limitations

The main limitation of this research study was the time factor. As my study was scheduled for three years, I had limited time for data collection, and I had two phases for collecting data. The first phase was planned for July to September 2010. Though I had permission for the study before I left for Botswana, it took time to access the particular departments I worked with because I had to apply specifically for permission to access them; For example, It took me four weeks to get documents from professionals and I only got the reports from the University of Botswana two days before my departure to the UK. I could not start the process of data analysis while I was in Botswana because of the limited time I had and also because I had to wait for the participants who were at times not in the office because of the nature of their duties. Secondly, when I went back for phase two from January to March 2011,

I had to follow the procedure I had for phase one. With professionals it was a short time, in contrast, with students I had to wait longer till I looked for a second group of students to interview. I emailed interview transcripts to the students to check because there was no time for other meetings.

I could not consult students for validation because by the time I collected data they were in their last semester of year three and by the time I went for data validation they were already working.

8.5 Recommendations for future research

As was pointed out in chapter two, there is a repeated call for research into the writing of social work students (e.g. Hawkins et al. 2001, Engstrom et al. 2009, Rai and Lilis 2009). In the light of the findings of this study, insights gained have opened the ground for future research. This section presents recommendations with a summary of this study. These recommendations have implications for University lecturers, professional social workers, policy makers and future researchers. I believe this research study with its results, limitations and contributions to be the initial step for many more research studies in South African context including Botswana.

I would like to make the following recommendations for future research:

This study revealed that it is important to look at the texts written by social workers in order to identify their purpose and the context in which they were written. The study also revealed that the recommendations made in the Destitution policy are outdated. The standard of living has changed, therefore some clients who need assistance are not included or are disadvantaged by what the policy recommends. There is need for further research that can help policy makers to define destitution

and in order to achieve the objectives of Vision 2016 which is aiming for providing all citizens with basic needs as well as shelter.

The study indicated that there is a limited crossover between what students and professionals are writing. Data revealed that students are not trained to write the genres that are used by professionals, students only have access to the genres during fieldwork placement which is a challenge to them. Therefore, this can be a base for research on the diversity of forms of writing expected of students.

The study revealed that both professionals and students are faced with challenges in writing their reports. The study also highlighted language and cultural issues to both professionals and students during consultation with their clients. Engstrom et al. (2009) state that “cultural competence ensures that people seeking services are understood and that their values and beliefs are incorporated into all facets of service provision” (p210). It is clear from this study that language issues need to be attended or researched. This data can contribute to research which will focus on the bilingual skills of the students on fieldwork.

Finally, having undertaken this research from Botswana context, I am aware that these recommendations may not be applicable to other contexts but they may add much to the understanding of social writing in general. In order to validate this study, similar research can be conducted to global resonance to this study and to bring an understanding to social work writing. Such research would need to maintain a non-judgemental stance to ensure that the understanding of students’ experiences emerge clearly.

REFERENCES

- Adam, C. (2000). What do we learn from the reader? Factors in determining successful transitions between academic and workplace writing. In P. Dias & A. Paré (Ed.), *Transitions*. (pp.167-182). New Jersey: Hampton Press.
- Alter, C & Adkins, C. (2001) Improving the writing skills of social work students. *Journal of social work education*. 37:3, 493-505.
- Alter, C & Adkins, C. (2006) Assessing student writing proficiency in graduate schools of social work. *Journal of social work education*. 42(2), 337-354.
- Ames, N. (1999). Social work recordings: A new look at an old Issue. *Journal of social work education*. 35(2), 227-238.
- Anson, C. M. (1988). Towards a multidimensional model of writing in the academic Disciplines. In D.A. Jolliffe (Ed.), *Advances in writing research: writing in Academic disciplines*. (pp.1-33). Norwood: N.J Ablex.
- Anson, C.M. & Forsberg. L. (1990) Moving beyond the academic community: Transitional stages in professional writing. *Written Communication*. 7(2), 200-231.
- Artemeva, N. (2009) Stories of becoming: A study of novice engineers learning genres of their profession. In C. Bazerman, A. Bonini, & D. Figueredo. (Ed.), *Genre in a changing world*. (pp.158-179). Retrieved from wac.colostate.edu/books/genre/chapter8.pdf File Format: PDF/Adobe Acrobat Quick View accessed 12 July 2012.
- Askehave, I., & Swales, J. M. (2001) Genre identification and communicative purpose: A problem and a possible solution. *Applied Linguistics*. 22(2), 195-212. Oxford: Oxford University Press.
- Badger, R. & White, G. (2000) A process genre approach to teaching writing. *ELT Journal*. 54:2, 153-160. Oxford: Oxford University Press.

- Banks, S. & Williams, R. (2005). Accounting for ethical difficulties in social welfare work: Issues, problems and dilemmas. *British Journal of Social work*. 35, 1005-1022.
- Bar-on, A. When assumptions on fieldwork education fail to hold: the experience of Botswana. *Social work education: the International Journal* 20(1), 123-136.
- Barron, C. (2006) Problem solving and EAP themes and issues in a collaborative teaching In K. Hyland (Ed.) *English for Academic purposes* (pp.186-192). London: Routledge Applied Linguistics
- Basturkmen, H. (2010). *Developing courses in English for Specific purposes*. Basingstoke: Palgrave Macmillan.
- Basturkmen, H. (2012). A genre based investigation of discussion sections of research articles in Dentistry and disciplinary variation. *Journal of English for Academic Purposes*. 11, 134-144.
- Bawarshi, A.S. & Reiff, J.R. (2010). Genre: An introduction to history, theory, research and pedagogy. http://wac.colostate.edu/books/bawarshi_reiff/ accessed 22 February 2013.
- Baynharm, M. (2000). Academic writing in new and emergent discipline areas. In M.R. Lea, & B. Stierer (Ed.). *Student writing in higher education: New Contexts*. (pp.17-31).Buckingham: Open University Press.
- Bazerman, C. (1988). *Shaping written knowledge. The genre and activity of the experimental Article in Science*. London: University of Wisconsin Press.
- Bazerman, C. (1994). Systems of genre and the enactment of social intentions. In A. Freedman, and P. Medway (Ed.), *Genre and the new rhetoric* (pp.79-101). London: Taylor and Francis.
- Berkenkotter, C. & Huckin, T.N. (1995). *Genre knowledge in disciplinary communication*. Hove: Lawrence Erlbaum Associates.
- Bhatia, V. K. (1993). *Analysing genre. language use in Professional setting*. London: Longman.

- Bhatia, V.K. (2002). Applied genre analysis: A multi perspective model. *Iberica* 4, 3-19.
- Bhatia, V.K. (2004). *Worlds of written discourse: a genre based view*. London: Continuum.
- Blakeslee, A.M. (2001). Bridging the workplace and the academy: Teaching professional genres through classroom – workplace collaborations. *Technical Communication Quarterly*. 10(2), 169-192.
- Bloor, T. & Bloor, M. (1995). *The functional analysis of English*. London: Arnold.
- Bloor, T. & Bloor, M. (2004). *The functional analysis of English*. (2nd Ed.) London: Arnold.
- Blyler, N. (1995). Pedagogy and social action: a role for narrative in professional communication. *Journal of Business and Technical communication*, 9, 289-320.
- Bolton, G. (2010). *Reflective practice: writing and professional Development*. (3rd Ed.) Los Angeles: SAGE.
- Braine (2001). When professors don't cooperate: A critical perspective on English for academic purposes research. *English for Specific purposes* 2(3), 293-303.
- Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology, *Qualitative Research in Psychology*, 3(2), 77-101.
- Burns, A. & Joyce, H. (1997). *Focus on speaking*. Sydney: National centre for English language teaching and research, Macquarie University.
- Butt, D. Fahey, R. Spinks, S. & Yallop, C. (1995). *Using functional grammar: An explorers Guide*. (Revised Ed.) Sydney: Macquarie University.
- Bryman, A. (2001). *Social research methods*. Oxford: Oxford University press.
- Bryman, A. (2004). *Social research Methods*. (2nd Ed.). Oxford: Oxford University Press.
- Carney, D. & Koncel, M. (1994, March). *Efficacy in social work writing*. Paper presented at the Forty-fifth Annual Meeting of the Conference on College

Composition and Communication. Nashville, TN.

- Carstens, A. (2009). The Effectiveness of genre-based approaches in teaching academic writing: subject specific versus cross-disciplinary emphases. (Doctoral dissertation, University of Pretoria, South Africa). <http://upetd.up.ac.za/thesis>. Accessed online 24 March 2013.
- Chimbganda, A. B. (2000). Communication strategies used in the writing of answers in biology by ESL first year science students of the University of Botswana. *English for Specific Purposes* 19, 305-329.
- Corden, A. & Sainsbury, R. (2006). Using verbatim quotations in reporting qualitative social research: researcher's view. University of York. ESRC 2136.
- Coyle, J.P. (2010) Teaching writing skills that enhance student success in future employment. In W.A. Wright, M. Wilson, D. MacIsaac (Ed.) *Collected Essays on Teaching and learning: Between the tides* CELT 3, 195-200.
- Creswell, J.W. (1990). *Qualitative inquiry in Education: The continuing debate*. New York: Columbia University.
- Creswell, J. W. (1994). *Research design: qualitative and quantitative Approaches*. Thousand Oaks: Sage.
- Creswell, J.W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. (2ed.) London: Sage.
- Creswell, J. W. (2007). (2nd Ed). *Qualitative inquiry and research design*. London: Sage.
- Creswell (2009). *Research design: Qualitative, quantitative and mixed methods approaches*. (3rd Ed). London: Sage.
- CSO (2001). *National population and housing census*, Government Printer: Gaborone.
- CSO (2012). 2011 National population and housing census. Gaborone: Government Printer .

- Dannels, P. (2000). Learning to be professional. Technical classroom discourse, practice, and professional identity construction. *Journal of business and technical communication*. 1(1), 5-37.
- Day, P. (1972). Communication in social work. Oxford: Pergamon press.
- Denzin, N.K. (1978). The research act: A theoretical introduction to sociological methods. (2ed.) New York: McGraw-Hill.
- Denzin, N.K. & Lincoln, Y.S. (2000). Introduction: The discipline and practice of qualitative research. In N. K. Denzin. and Y.S. Lincoln,. (Ed.), *Handbook of qualitative research*, (pp.1-28).Thousand Oaks, CA: Sage.
- Department of Social work. (nd). Fieldwork manual. Gaborone: University of Botswana.
- Department of Social work (1993). Preliminary review of the mission statement for each programme and Course descriptions. Gaborone: University of Botswana.
- Devitt, A.J. (1991.) Intertextuality in tax accounting: generic, referential and functional. In C. Bazerman, and J. Paradis (Ed.), *Textual dynamics of the professions: Historical and contemporary studies of writing in professional communities*. (pp.336-357). Madison: University of Wisconsin.
- Diaz, P., Freedman, A., Medway, P. & Paré, A. (1999). *Worlds apart: acting and writing in academic and workplace contexts*. London: Routledge.
- Ding H. (2007). Genre analysis of personal statements: Analysis of moves in application essays to medical and dental schools. *English for specific purposes* 26:4,368-392.
- Donohue, J. P . (2012). Using systemic functional linguistics in academic writing development: An example for film studies. *Journal of English for specific purposes*. 11, 4-16
- Dornyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.

- Dudley Evans, T. (2002). The teaching of the academic essay: Is a genre approach possible? In A.M. Johns (Eds.). *Genre in the classroom*. (pp.225-235). London: Lawrence Erlbaum.
- Dudley Evans, T. & St. John, M. J. (1998). *Developments in English for specific purposes*. Cambridge: Cambridge University Press.
- Duffy, B. (1999). Approaches to documents. In J. Bell, *Doing Your Research Project*. (Ed.), (3rd Ed).Buckingham: Open University Press.
- Durham, D. (n.d). Culture of Botswana. Everyculture.com/Bo-Co/Botswana.html. accessed 3 August 2011
- Eggins, S. (2004). *An introduction to systemic functional linguistics*. (2nd Ed)London: Continuum International Publishing Group.
- Engstrom, D.W., Min, J.W., Gamble, L. (2009). Field practicum experiences of bilingual social work students working with limited english proficiency clients. *Journal of Social work education*. 45(2) (Spring/Summer) 209-224.
- Feez, S. (1998). Text based syllabus design. Sydney: National centre for English language teaching. Sydney: Macquarie University.
- Ferguson-Brown, H.A. (1996). The origins of the welfare and community development programmes in Botswana. Pula: *Botswana Journal of African Studies*. 10(2), 66-82.
- Flowerdew, J. (1993). An educational or process, approach to the teaching of Professional genres. *ELT* 47(4), 305-316.
- Flowerdew, J. (2002). Genre in the classroom: A linguistic approach. In Ann. M. Johns (Ed.) *Genre in the classroom. Multiple perspectives*. 91-104. London: Lawrence Erlbaum.
- Flowerdew, L. (2005). An integration of corpus based and genre based approaches to text analysis in EAP/ESP: countering criticisms against corpus based methodologies. *ESP* 24 (3), 321-332.

- Flowerdew, J. & Wan, A. (2006). Genre analysis of tax computation letters: How and why tax accountants write the way they do. *ESP* 25, 135-153.
- Flowerdew, J. & Wan, A. (2010). The linguistic and the contextual in applied genre Analysis: the case of the company audit report. *ESP* 29, 78-93.
- Fook, J. (2002). *Social Work: Critical theory and practice*. London: Sage.
- Forey, G. (2004). Workplace texts: Do they mean the same for teachers and business people? *English for specific purposes* 32, 447-469.
- Foster & Rehner (2008) Educating social workers for social justice practice: A field education model. *The international journal of learning* 15(10),39-43.
- Freedman, A. (1994). 'Do as I say?' The relationship between teaching and learning new genres. In A. Freedman, and P. Medway. (Ed.) *Genre and the New Rhetoric*. (pp.191-209). London: Taylor and Francis.
- Freedman, A. & Smart, G. (1994). Wearing suits to class: simulating genres and simulations as genre. *Written Communication*. 11:2, 193-226.
- Freedman, A. & Adam, C. (1996). Learning to write professionally: "Situated learning" and the transition from university to professional discourse. *Journal of Business and technical Communication*. 10(4), 395-427.
- Freedman, A. & Adam, C. (2000). Write where you are: Situating learning to write in university and workplace settings. . In P. Dias, A Paré (Ed.), *Transitions: writing in academic and workplace settings*. (pp.31-60). New Jersey: Hampton Press.
- Fromkin, V., Rodman, R., Colins, P., Blair, D. (1996). (3rd Ed). *An introduction to language*. Sydney: Harcourt Brace.
- Gail Horton, E. & Diaz, N. (2011). Learning to write and writing to learn social work concepts: Application of writing across the curriculum strategies and techniques to a course for undergraduate social work students. *Journal of teaching in social work*, 31(1), 53:64.
- Gardner. S. (2012). Genres and registers of student report writing: An SFL

perspective on texts and practices. *Journal of English for Academic Purposes*. 11, 52-63)

Gardener, T. (1987). *Paradox in the business writing classroom. Teaching non-academic writing in academic setting*. Project paper. Southwest Virginia.

Gillham, B. (2000). *The research interview*. London: Continuum.

Gillham, B. (2005) *Research interviewing: The range of techniques*. Berkshire: Open University Press.

Gimenez, J. (2006). Embedded business e-mails: meeting new demands in international business communication. *ESP* 25, 154-172

Guba, E. G. and Lincoln, Y. S. (1994) Competing paradigms in qualitative research. In N.K. Denzin and Y.S. Lincoln (Ed.), *Handbook of qualitative research*. (pp105-117). London: Sage Publications.

Gunnarsson, B. (2009). *Professional discourse*. London: Continuum Discourse series.

Graneheim, U.H. and Lundman. B. (2004). Qualitative content analysis in nursing research: Concepts, procedures and measures to achieve trustworthiness. *Nurse Education Today*. (24) 105-112.

Gray, E. (2007). *Doing research in the real world*. London: Sage.

Gregory, M. & Holloway, M. (2005). Language and the shaping of Social Work. *British Journal of Social work*, 35(1), 37-53.

Hall, C. (1997). *Social work as Narrative: Storytelling and persuasion in professional texts*. Sydney: Ashgate.

Hall, C., Sarangi, S., & Slembrouck, S. (1997). Silent and silenced voice: Interactional construction of audience in social work talk. In A. Jaworski (Ed.), *Silence: interdisciplinary perspectives*, (pp265-291). Berlin: Mouton de Gruyter.

Hall, C., Sarangi, S., & Slembrouck, S. (1999) Speech representation and the categorisation of the client in social work discourse. *Text and talk*. 19(4). 539-570.

- Hall, C., Sarangi, S., & Slembrouck, S. (1999) The legitimization of the client and the profession: Identities and roles in social work discourse. In S. Sarangi & C. Roberts (Ed.), *Talk, work and institutional order*. (pp.293-322). Mouton De gruyter: New York.
- Hall, C., Slembrouck, S. & Sarangi, S. (2006) *Language practices in social work: categorisation categorisation and accountability in child welfare*. London: Routledge.
- Hall, C., Sarangi, S., & Slembrouck, S. (1997). Moral construction in social work discourse. In B.L. Gunnarsson, P. Linnel, & B. Nordberg, (Ed.), *The Construction of professional discourse*. (pp 265-291). London: Longman.
- Halleck, G. B. & Connor, U.M. (2006). Rhetorical moves in TESOL conference proposals. *ESP* 5, 70-86.
- Halliday, M.A.K. (1985). *An introduction to functional grammar*. London: Edward Arnold.
- Halliday, M. A. K. & Hassan, R. (1989). *Language context and text: Aspects of language in a social semiotic perspective*. Oxford: Oxford University Press
- Halliday, S. Burns, N., Hutton, N. McNeill, F. & Tata, C. (2008). Shadow writing and participant observation: A study of criminal justice social work around sentencing. *Journal of Law and Society*, 35(2), 189-213.
- Harding, K. (2007). English for specific purposes. Oxford: oxford university press
- Hardy, C., Harley, B. & Phillips, N. (2004). Discourse analysis and content analysis: two solitudes? *Qualitative methods*, Spring. 19-22.
- Harrison, G. (2009). Language politics, linguistic capital and bilingual practitioners in social work. *British journal of Social work*. 39, 1082-1100.
- Hawkins, L., Fook, J. & Ryan, M. (2001). Social worker's use of the language of social justice. *British Journal of Social work*. 31, 1-13.
- Healy, K. & Mulholland, J. (2007). *Writing skills for social workers*. London: Sage.
- Heather, K. & Dudley- Evans, T. Genre (year) What teachers think? *ELT*: 52(4),

308-314.

Henry, A. & Roseberry, R. L. (1998). An evaluation of a genre-based approach to the teaching of EAP/ESP Writing. *TESOL Quarterly*, 32(1), 147-156.

Henry, A. & Roseberry, R. L. (2001). A narrow angled corpus analysis of moves and strategies of the genre. letter of application. *ESP* 20(2), 153-167.

Hoadley-Maidment, E. (2000). From personal experience to reflective practitioner: Academic literacies and professional education. In M.R Lea, & B. Stierer, (ed.), *Student writing in higher education: New contexts*. (pp.165-178) Buckingham: Open University Press.

Hoey, M. (2001) *Textual interaction: An introduction to written discourse analysis*.

London: Routledge

Holmes, R. (1997). Genre analysis and the social sciences: an investigation of the structure of research articles discussion sections in three disciplines *ESP* 16(4), 321-337.

Horton, E.G. & Diaz, N. (2011). learning to write and writing to learn social work concepts: Application of writing across the curriculum strategies and techniques to a course for undergraduate social work students, *Journal of teaching in Social work*, 31(1), 53-64.

Hyland, K. (2003). Genre based pedagogies: A social response to process. *Journal of Second Language Writing*. 12, 17-29.

Hyland, K. (2006). *English for academic purposes: An advanced resource book*.

London: Routledge.

Hyland, K. (2007). Genre Pedagogy: Language, literacy and L2 writing instruction. *Journal of second language writing*. 16, 148-164.

Hyon, S. (1996). Genre in three Traditions. Implications for ESL. *TESOL Quarterly* 30(4), 693-722.

Hsieh, H-F. & Shannon, S.E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*. 15 (9). 1277-

1288http://www.cia.gov/library/publications/theWorldFactbook/geos/countrytemplate_bc...accessed on 1/8/2012

- Ivanic, R., Clarke, R. & Rimmershaw, R. (2000). What am I supposed to make of this? The messages conveyed to students by tutors' written comments. In M.R Lea, & B. Stierer, (Ed.), *Student writing in Higher Education: New Contexts*. (pp.47-66) Buckingham: Open University Press.
- Janson, T. & Tsonope, J. (1991). *Birth of a national language. The history of Setswana*. Oxford: Heinemann.
- James, N. & Busher, H. (2006). 'Credibility, authenticity and voice: dilemmas in online interviewing' *Qualitative research* 6(3), 403-420.
- Janesick, V.J. (2000). The choreography of qualitative research. Minuets, improvisations and crystallization. In N. K. Denzin, & Y. S. Lincoln (Eds.), *Handbook of qualitative research*. (2nd Ed, pp.379-399). Thousand Oaks London. Sage
- Johns, A.M. (2008). Genre awareness for the novice academic student: An ongoing quest. *Language Teaching*. 41, 237-252.
- Johns, A.M. (2011). The future of genre in L2 writing. Fundamental, but contested, instructional decisions. *Journal of second Language writing*. 20. 56-68.
- Kahn, J.& Holody, R. (2012). Supporting field instructors' efforts to help students improve writing. *Journal of social work writing* 48:1.
- Kinnibrugh, A.D. (1984). Social work case recording and the client's right to privacy. Occasional paper no.12. University of Bristol.
- Kornbeck, J. (2001). Language training for prospective and practising social workers: A neglected topic in social work literature. *British Journal of social work*. 31, 307-316.
- Kuteeva, M. (2013). Graduate learners' approaches to genre-analysis tasks: Variations across and within four disciplines. *English for Specific Purposes*. 32, 84-96.
- Kvale, S. (1996). *Interviews: an introduction to qualitative research interviewing*.

California: Sage Thousand Oaks.

Kvale, S. (2007). *Doing interviews*. London: Thousand Oaks.

Lea, M. R. & Street, B.V (2006). The “academic literacies” model: theory and applications, *Theory into practice*, 45:4, 368-377.

Lave, J. & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge: Cambridge University Press.

Ledwell-Brown, J. (2010) Organizational cultures and contexts for learning to write
In P. Dias, A. Pare', (Ed.), *Transitions: writing in Academic and workplace settings*. (pp199-222).New Jersey: Hampton Press.

Lincoln, Y. and Guba, E. (1985). *Naturalistic inquiry*. Newbury Park: CA.Sage.

Lincoln, Y.& Guba, E. (1989). *Ethics: the failure of positivist science*. Review of Higher Education 12(3), 221-240.

Lipson, J.G. (1994). Ethical issues in ethnography. In J.M. Morse (Ed.), *Critical issues in qualitative research methods*. (pp.333-355) Thousand Oaks: C.A.Sage.

Longman dictionary of contemporary English. (1987). New Ed. Essex: Longman

Louhiala-Salminen, (1996). The Business communication classroom vs reality: what should we teach today? *English for Specific Purposes*. 15(1), 37-51.

Magogwe, J.M. and Moanakwena, P. (2006). *Communication and study skills handbook-(2006/2007)* Gaborone: University of Botswana.

Marshall, C. and Rossman, G. B. (2006). *Designing qualitative research*. Thousand Oaks: Sage.

Martin J.R. (1984). Language register and genre. In F. Christie (Ed.), *Language studies children writing leader* (pp.21-30) Geelong, Victoria: Deakin University press.

Martin, J.R. (2009). Genre and language learning: A social semiotic perspective. *Linguistics and Education*. 20(1), 10-21.

- Martin, J.R. (2001). Beyond exchange: Assessment systems in English. In S. Hunston, and G. Thompson (Eds.), *Evaluation in texts*.(pp) Oxford: Oxford University Press.
- Marvasti, A. B. (2004). *Qualitative research in sociology: An introduction*. London: Sage.
- Mayring, P. (2000) Qualitative content analysis. *Forum Qualitative Social research* 1(2) Art. 20,<http://nbn-resolving.de/urn:nbn:de:0114-fqs0002204>.
- Merriam, S.B. (2002). Introduction to qualitative research. In S.B Merriam. (Ed.) *Qualitative research in Practice: Examples for discussion and analysis*. (pp.3-17). San Francisco: Jossey-Bass.
- Merriam. S. B. (2002). Assessing and evaluating qualitative research In S.B Merriam. (Ed.) *Qualitative research in Practice: Examples for discussion and analysis* (pp.18-36).San Francisco: Jossey-Bass.
- Miles, M. B. and Huberman, A. M. (1994). *Qualitative data analysis: A sourcebook of new Methods* (2nd Ed) Thousand Oaks, C.A Sage.
- Minaabad, M. S. (2012). On the effect of genre-based pedagogy on the EFL learners' Translation Ability. *Journal of Basic and Applied Scientific Research*. 2(7), 7024-7029.
- McMillan, J. (2000). Writing for success in higher education. In Lea, M.R. and Stierer, B. (Ed.), *Student writing in higher education: New Contexts*. (pp.149-164) Buckingham: Open University Press.
- Miller C. (1994). Genre as a social action In A. Freedman, and P. Medway, (Ed.), *Genre and the New Rhetoric* (pp.23-43). London: Taylor and Francis.
- Moor, K.S., Jensen-Hart, S. Hooper, R.I. (2012). Small change, big difference: heightening BSW Faculty awareness to elicit more effective student writing, *Journal of teaching social work*, 32(1), 62-77.
- Mwansa, L. K. (2011). Social work education in Africa: Whence and whither? *Social Work Education*.30(1), 4-16.
- Nereson, S. (1994). Outside the lines but on the page. Perspectives on writing in an

individualized, writing-intensive baccalaureate Degree program.

Technical report no. 6.

Nesi, H. & Gardner, S. (2012). *Genres across the disciplines. Student writing in higher education*. Cambridge: Cambridge Applied Linguistics.

Nguyen, H.T. (2012). Transitivity analysis of “Heroic Mother” by Hoa Pham. *International Journal of English Linguistics*. 2(4), 86-100.

Nyati-Ramahobo, L. (2000) The language situation in Botswana. *Current Issues in Language Planning*. 1(2), 243-300.

Osei-Hwedie, K., Ntseane, D., & Jacques, G. (2006). ‘Searching for appropriateness in social work education in Botswana, *Social work Education*, 25(6), 569-590.

Osei-Hwedie, K., Rankopo, J.M. (2008). Developing culturally relevant social work education in Africa: the case of Botswana. In M. Gray, J. Coates, J. & M. Yellow Bird (Ed.), *Indigenous social work around the world. Towards culturally relevant education and Practice*. (pp.203-218). Surrey: Ashgate.

Paltridge, B. (2000). Genre, text type, and language learning classroom. *ELT Journal*. 50(3), 237-243. Oxford: Oxford University press.

Paltridge, B. (2000). Genre knowledge and teaching professional communication. *IEEE Transactions on professional Communication*. 43(4), 397-401.

Paltridge, B. (2001). *Genre and the language learning classroom*. Ann Arbor: The University of Michigan Press.

Paltridge, B. (2006). *Discourse analysis: An introduction*. London: Continuum

Pang, T.T.T. (2002). Textual analysis and contextual awareness building: A comparison of two approaches to teaching genre In A.M. Johns (Eds.), *Genre in the classroom*. (pp.145-161). London: Lawrence Erlbaum.

Paré, A. (2000). Writing as a way into social work: Genre sets, genre systems, and distributed cognition. In P. Dias, A, Paré (ed.), *Transitions: writing in Academic and workplace settings*. (pp145-166). New Jersey: Hampton Press.

Paré, A. & Smart, G. (1994). Observing genres in action: Towards a research

- methodology. In Freedman, A. and Medway P. (Ed.), *Genre and the New Rhetoric* (pp146-154). London: Taylor and Francis.
- Parks, S. (2001). Moving from school to the workplace: Disciplinary innovation, border crossings, and the reshaping of a written genre. *Applied Linguistics*. 22:4, 405-434.
- Patton, M.Q. (1990). *Qualitative evaluation and research Methods*. (2nd Ed). Newbury Park: Sage.
- Patton, M.Q. (2002). *Qualitative research and evaluation methods*. (3rd Ed) London: Sage.
- Pinto Dos Santos, V.B.M. (2001). Genre analysis of business letters of negotiation. *ESP* 21(4), 167-199.
- Pithouse, A. and Atkinson, P.(1988). Telling the case: Occupational narrative in a social work office. In N. Coupland (Eds.), *Styles of discourse*. (pp.183-200). London: Groom Helm..
- Polkinghorne, D. (1995). 'Narrative configuration In Qualitative analysis' In J. Hatch & R.Wisniewski (Ed.), *Life history and narrative*. (pp.5-23). Lewes: Falmer.
- Presidential Task Group (1997). Long term vision for Botswana.-Vision 2016: Towards prosperity for all. Gaborone: Government Printers.
- Rahman, M. M. (2011). Genre-based writing instruction: Implications in ESP classroom. *English for specific purpose world*. 33(11), 1-9.
- Rai, L. (2004). Exploring literacy in social work education: A social practices approach to student writing. *Social Work Education*. 23 (2), 149-162.
- Rai, L. (2006). Owning (up to) reflective writing in social work education. *Social work education*, 25(8), 785-797.
- Rai, L. (2008). Student writing in social work education. PhD thesis, The open University.
- Rai, L. (2011). Reflections on writing in social work education and practice. In J. Seden, Matthews, S. McCormick, M and Morgan, A. Professional . (Ed.),

development in Social work: Complex issues in practice (pp163-170) New York: Routledge.

Rai, L. & Lillis, T. (2009). Getting it right / write: An exploration of professional social work writing. Final report from the practice- based professional learning centre 46. The Open University.

Rai, L. & Lillis, T. (2012, June). Writing as social work practice. Workshop at the Open University. Powerpoint slides. Microsoft word. London: The Open University.

Ramanathan, V. & Kaplan, R.B. (2000). Genres, authors, discourse communities: theory and application for (L1and) L2 writing instructors. *Journal of Second language writing*, 9:2, 171-191.

Republic of Botswana (2003). *Status of the 2002 National response to the UNGASS declaration of commitment on HIV/AIDS*, NACA, Gaborone.

Richards, K. (2003) *Qualitative inquiry in TESOL*. Hampshire: Palgrave.

Rwomire, A. (2011) .The role of social work in national development. *Social work and society international* online . 9:1
<http://www.socnet/sws/article/view/10/39>. Accesed on July 26 2012.

Rumsey, H. (2000.) Learning risk assessment in South Africa: Issues of language power and imperialism, *Social work education: The international Journal*, 19(3), 207-218.

Samraj, B. (2008). A discourse analysis of master's theses across disciplines with a focus on introductions. *Journal of English for Academic Purposes* 7, 55-67.

Sarangi, S. and Slembrouck, S. (1996.) Language, bureaucracy and social control. London: Longman.

Sarangi, S. (1998) Interprofessional case construction in social work: the evidential status of information and its reportability. *Special Issue of Text*. 18(2), 241-270.

Sarangi, S. and Roberts, C. (Eds.), (1999) *Talk, work and institutional order: Discourse in medical, mediation and management settings*. Berlin: Mouton de Gruyter.

Savaya, R. (2010). Enhancing student awareness of the importance of full and

accurate documentation in social work practice. *Social work education: the international journal*, 29(6), 660-669.

Sanchez, A. (2006). Which are the most common research methods?

[http://e-articles.info/e/a/title/which-are-the-most-common-research-methods/downloaded 11/2/10](http://e-articles.info/e/a/title/which-are-the-most-common-research-methods/downloaded%2011/2/10)

Schwandt, T.A. (1997). *Qualitative inquiry*. Thousand Oaks :C.A. Sage.

Schneider, B. & Andre, J. (2005). University preparation for workplace writing: An exploratory study of the perceptions of students in three disciplines. *Journal of Business Communication*. 42(2), 195-218.

Schreiber, E.J. (1993). From academic writing to job related writing: Achieving a smooth transition. *IEEE transactions on Professional Communication*, 36:4, 178-184.

Schryer, C.F. & Spoel, P. (2005). Genre theory, Health care discourse and professional identity formation. *Journal of business and technical communication* 19:3, 249-278

Social welfare and community development. (2012). Family and personal welfare services. Official Document. South East District Council Ramotswa.

Setiawan, A., setiabudi, D.H. and Simon, Y. (2011). Linguistic application using transitivity-Appraisal analysis. *International Journal of Electrical and Computer engineering*. 1:2, 171-181.

Silverman, D. (2005). *Doing qualitative research. A practical handbook*. (2nd Ed) Los Angeles: Sage.

Simon, B, L. and Soven, M. (1990). The teaching of writing in social work education: *Journal of teaching in social work*. 3(2), 47-63.

Social Welfare Division (2002). Revised national Policy on destitute persons. Gaborone: Government Printers.

- Spafford, M.M., Schryer, C.F., Mian, M., & Lingard, L. (2006.) Look who's talking: Teaching and learning using the genre of medical case presentations. *Journal of Business and technical communication*, 20(2), 121-158.
- Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge University Press.
- Swales, J. (2000). Languages for specific purposes. *Annual review of applied Linguistics*, 20, 59-76.
- Swales, J. M. (2004). *Research genres: exploration and applications*. Cambridge: Cambridge University press.
- Swales, J. and Lindemann, S. (2000). Teaching the literature review to international graduate students. In A.M. Johns (Ed.), *Genre in the classroom*. (pp.105-120). Mahwah, N J; Lawrence Erlbaum.
- Temple, B. and Young, A. (2004). Qualitative research and translation dilemmas. *Qualitative research*. 4(2), 161-178.
- The Columbia Electronic Encyclopedia, 2007 Information on Botswana.
<http://www.infoplease.com/ce6/world/A0808461.html> retrieved 30/7/2012
- The CIAworld factbook:Botswana,(2005). retrieved from
<http://www.umsl.edu/services/govdocs/wofact2005/geos/bchtml#top>.
Accessed 20July 2012.
- Thompson, G. (1996). *Introducing functional grammar*. London: Arnold.
- Tsang, N. M. (2007). Orality and literacy: their relevance to social work. *Journal of social work*, 7(1), 51-70.
- Tummala, K. (1995). Relevance of home economics knowledge base for social work practice in Botswana. *Journal of Social Development in Africa*, 10(1), 53-64.
- Urek, M. (2005). Making a case in Social Work: the construction of an unsuitable mother. *Qualitative Social work*. 4(4), 451-467.
- Vojak, C. (2009). Choosing language: social service framing and social justice. *British journal of Social Work*, 39, 936-949.

- Waller, M.A. (2000). Addressing student writing problems: Applying composition theory to social work education. *The Journal of Baccalaureate Social Work*, 5(2), 161-166.
- Warren, C.A.B & Karner, T.X. (2005). *Discovering qualitative methods*. Los Angeles: Roxbury Publishing Company.
- Wenger, E. (2006). Communities of practice: A brief introduction.
http://www.ewenger.com/theory/communitites_of_practice_intro.htm
- Widdowson, H.G. (1993). 'The relevant conditions of language use and learning.' In Krueger, M. and F, Ryan (Eds.), *Language and content: discipline and content-based approaches to language study*. (pp.27-36) Lexington, MA: Heath.
- Wharton, S. (2012). Presenting a united front: assessed reflective writing on a group experience, reflective practice. *International and Multidisciplinary perspectives*, 13(4), 489-501.
- White, S., Hall, C., & Peckover, S. (2009). The descriptive tyranny of the common assessment framework: Technologies of categorization and professional practice in child welfare. *British Journal of social work*. 39, 1197-1217.
- Woodward-Kron, R. (2004). 'Discourse communities' and 'Writing apprenticeship': an investigation of these concepts in undergraduate education students' writing. *Journal of English for Academic Purposes*.3, 139-161.
- Woodward-Kron, R. (2008). More than just jargon- the nature and role of specialist language in learning disciplinary knowledge. *Journal of English for Academic Purposes*.7, 234-249.
- Yang, W. (2010). evaluating the effectiveness of genre-based instruction: A writing course of English for hospitality and tourism. *Asian EFL Journal*. 14(4), 174-191.
- Zhang, Y. and Wildemuth, B.M. (2009). Qualitative analysis of content. In B. Wildemuth (Ed) *Applications of social research methods to questions in*

information and library science (pp.308-319) Westport, CT: Libraries
Unlimited PDF. www.ischool.utexas.edu/~yanz/content_analysis.pdf

APPENDICES

Appendix 1

1.1 INTERVIEW PLAN WITH EXAMPLE QUESTIONS

Questions for social workers

1. When did you first join the Social work profession?
2. What is your qualification?
3. How long have you worked as a social worker?
4. Please tell me about the nature of your job.
5. What are the different departments that you work with?
6. What language do you use when consulting the clients?
7. Please tell me about the types of documents that you write in your day to day work?
8. What is a social enquiry report?
9. When is it written?
10. Apart from reports what other documents do you write?
11. What do you think are the key challenges to writing these documents?
12. How did you learn to write (assessment reports)?
13. How is the format provided to you?
14. Are you writing documents that go into the client's files?
15. Has your supervisor helped you to write
16. And how did you learn to write
17. What else would you like to tell me about your writing in the workplace?
18. The case register, who decides what goes into it?
19. Who reads the case register?
20. How do you communicate information to your supervisors?
21. Please tell me about home visits? Why are they important?
22. What influences you to write the narratives?
23. What sort of things or information helps the client to be assisted?

Questions for students

1. When did you first enrol for Social work course?
2. What is your qualification?
3. Have you worked as a social worker before?
4. Please tell me about the internship you have just had.
5. What kinds of language do you use in your work?
6. Language used with clients
7. Language used with colleagues and when writing the reports.
8. What problems did you face in writing these documents
9. What types of documents did you use? Are they similar to what you are currently taught?
10. Has GEC 112 provided assistance in writing these kinds of documents? If so, how?
11. How do you think the course could give you more support in your professional writing tasks?
12. Are you taught the structure of the case study and of the community projects?
13. Is there a conventional way of organising the structure of the reports you write?
14. What content is considered most important in the case study?
15. What content is considered most important in the community project?
16. What purpose do the reports serve for the department, students and for the outside world?
17. What else would you like to tell me about your writing in the workplace before you came to the university?
18. Whom are you writing these documents for?
19. Who reads these reports?
20. What happens to your recommendations?

Appendix 2

I am Mrs. Nkateng working on a research on the writings of social workers and with the objectives of what types of documents are produced by social workers and the types of documents the students at the University of Botswana write. The other ones are to explore the relationships to writing down by professional social works and to identify if there is a crossover between students and the professional social workers. Those are my objectives.

1. May I ask you to tell me about yourself first?

A little bit or just ...

Just go on...

My name is O M. I come from a very traditional family. I started my primary in Mochudi. I continued in Tonota upto form 5. I did my form 6 in Gaborone, Westwood International then I went to South Africa to study Psychology. I hold 2 degrees; the first one being an undergraduate Ba. Degree in Psychology, the second one being a post-grad Ba. Honors in Psychology.

Currently I'm employed as a Social Welfare Officer. At this point in time I am responsible for the Orphan Care Program. That's what I'm doing now, but I do know; I have written cases, I have written documents in this department so I think I'm more or less at par with what social workers do. Yah that's me.

2 So we talked about your qualification. So how long have you worked? Should I call you a social worker or a psychologist?

Call me a social welfare officer because a social welfare officer accommodates these two professions, but psychologist is still ok, I don't have a problem with that. It's only that my designation right now is social welfare officer 1, but I'll feel more proud if you call me psychologist.

Ok. How long have I been working? the first 2 years of my employment I was working for the Ministry of Education still in Ramotswa, then the next four, I was here in council. I'd say six years.

3. Can you tell me about the nature of your job?

The nature of my job? You are very very fortunate because actually I have my job description somewhere here in details so I'll be very very glad to share that with you, if you are lucky. What we do basically is we are more focused on the social welfare part of the community that we serve. We do the planning for the social welfare activities, let me not say we, let me say I because this is what I do. Also monitor and supervise the annual performances of my subordinates or preferably my juniors. I review and screen social enquiry reports, the ones that you might have seen. I do facilitations and mobilization of resources for the social welfare activities. I also undertake public educations in kgotla meetings. Sometimes we do hold public programs (education programs) like we did recently in Otse where our

main focus was in suicides, passion killings and drug abuse because they were reported to be problem areas in Otse.

I also mediate the social welfare cases from other stakeholders like we work hand in hand with the police, we work with Bamalete Lutheran Hospital, we work with the Department of Health Team which is commonly called DHT.

Can you go a bit slowly because I'm interested in the stakeholders that you mediate

Yah. The police, then Bamalete Lutheran Hospital, then we do have clinics, they fall under DHT, then we have schools because we deal directly with the children, with the teachers – guidance and counseling teachers. We also work hand in hand with bo-Kgosi and the VDC's to try and intervene whenever there is a social ill or social problem that requires my professional intervention. I also prepare the social enquiry reports of the referred cases that might need high level intervention. I also facilitate and supervise the adoption and placement of children in need of care and vulnerable groups like what I was doing when you walked in, was actually working on my report to court on Monday, on adoption, it started off as foster care, now it's building up to adoption, so that's what I also do. And I supervise and guide my supervisees in regard to the set standards. Now this I'm talking in general terms as per the department because we've got this national set standard that we perform within in order to gauge or measure our productivity, our delivery. I also conduct social investigations on juvenile cases, custody, adoption, matrimonial cases, incest, defilements, and property grabbing. Then I prepare the report to the courts, either the magistrate- the higher one or the customary court here in Ramotswa.

4. You talked about the different departments that you work with, that's the police, the schools, hospitals and clinics. What language do you use when consulting the clients?

Setswana, but it'sI'm going to be honest with you, I allowed myself to be very accustomed to speaking in English when I started to understand how to speak in English properly. So I think I'm using a little bit of both. I do have clients who are literate, who understand English, who are comfortable with the language, so I use both of them depending on the kind of client that I meet.

Or the educational level?

Or the educational level. Yes.

When you are in the office or with other colleagues, what language do you use?

Both. I think I use both, English a lot.

There is something that I left out, that I cannot leave out as one of the things that I do, that's providing psychosocial support to our clients. We do have a program in this section that I'm in where we take the orphaned children to the retreat camps. We take them into the wild, away from the TVs, cars, ...you know the life that they

are used to. We are taking them out there, we offer them group counseling. We usually take children of the same age; the standard 7s who have the same kind of problems so that they could... they are forming more like support groups because when we come back from the retreat, these kids they stay together, they do activities together, they report to ..we call them bo-mmabana – those are the identified parents in the community who usually accompanies us to the retreat camps. So when they come back after learning more of these life skills and how to cope and how to deal with the different challenges as far as emotions are concerned. They meet and then they come produce things together, they report whatever problems that they have, they help one another, so I think this is one move in my department which stands out. Psychosocial support, it's something that we take pride in. counseling, we do it on daily basis, sometimes it comes in the form of advices because there is a well known, sometimes someone comes to you just looking for advice, but we do go into those cases where you need some serious counseling. We do those on daily basis.

5. Can you tell me about the types of documents that you write in your day to day work?

Types of documents? I do have reports depending on the case that I'm handling. Then I also have letters that I do write sometimes, not on a daily basis, depending on the challenge that is on hand or the request that is standing out. I think the reports; more particularly are the ones that stand out in my daily routine because at the end of the day, it's the reports that help my clients or that argues my case beyond the point that I can't explain or in situations whereby I'm not given the platform to explain things better, the report would sow the case better.

6. What is a social enquiry report? You were just telling me about reports, earlier on you said you work with social enquiry reports that need high level intervention. Can you tell me what a social enquiry report is?

A social enquiry report is a report that focuses on the holistic picture of a client. We look at every single detail that makes up a human being. Ke gore the belief is as people we do not exist in isolation and for you to get help, sometimes you come up with a problem that you might think is a problem, when it's being explored further, we discover that it goes beyond that. A social enquiry report, in short, is a report that covers all that. We looking at your social background, your economic background, we look at your health status, we look at you as a person and anything else that might be standing out as far as that case is concerned.

And the ones that need high level interventions, now we are talking about the ones that go to court or the ones that needs their psychological expertise in this department.

7. So, you might have said it, why is the social enquiry report written?

The social enquiry report is produced every time you do an assessment of a client. There is an expectation of the report because it's the report that tells whoever

comes, who was not there what the case is about and what action was taken or what needs to be done.

8. Is there a format that you have to follow when you do a social enquiry report?

A format? There is but I'm one of the people who is not into formats. Because my belief is when I sit down and write a report, I have to be comfortable writing that report in a manner that it would be best portraying the case and what I'm doing. I think it also differs with the kind of case like if you have seen the destitution reports. The pattern is almost the same, you have the introductions, social background, economic status and stuff. But when you dealing with cases like the adoption case, foster care cases or custody cases, it becomes deeper, you have to explain things beyond reasonable doubt. You have to tell whoever is reading that report more than you usually do so for me, I usually do not follow a pattern. I write a report that is readable, that sells but with all the contents that are necessary, unless if you mean a pattern like they have to be A B C D.

That's one of the things that we observed with my supervisor that there is a certain way on how this one writes the reports and how other people write them. There was no like uniformity because some people will need some subheading in the reports while in some reports all those subheadings will be there and clearly explained. Now that question I think it's also answered.

Maybe it's also because we study from different institutions; like the style of learning or the style of teaching in South Africa is probably different from what they do in UB, and even in school, we've got different styles. I remember in psychology there was an APA style of writing a report and everything so I think it goes back to how you learnt how to write a report, but of course when you come to an organization, there is a practice that might be there, it's how you map yourself into it. So for me it's a question of trying to get what I learnt about writing a report, trying to incorporate it with how they do it here. So I think most probably my reports are not the same as those of the rest of the people, but they do have the same message though.

9. What do you think are the key challenges to writing these reports?

Firstly, I think grammar is the biggest challenge. The language also, because sometimes you get reports that are written in literal terms; like direct translation if I may use that word. I think that's a major challenge. In some aspects of our work like destitution, you get almost more or less the same problems every day therefore the report becomes sort of monotonous. So what I get from you, I'll probably get from a different person or from the other person. When I write my reports, I'm like repeating the same thing so there is no challenge in writing them. You just feel like uh, I can just get that out and produce it. The only reports that challenge you are the reports that go to court because you know, you don't want to mess with the magistrate, they give you an ear full of everything that you might not want to hear in court and they'll embarrass you, but the biggest challenge is

lack of mental challenge or professional challenge and the language itself, the grammar. But otherwise I think everything will be fine.

10. Do copies of these reports go into the client's files? Do you have client's files?

Yah, we do have client's files. All our clients; every information is documented and it's supposed to be kept in a safe place because of the setup that we work in, we usually do not exercise that confidentiality clause a lot except for the ones that goes to court or council; those are the ones that we usually hide where we can but otherwise they are just reports, we file them in one good place.

11. So can you say your supervisor has contributed in your writing of the reports?

Which one, immediate supervisor or the ultimate one.

Both of them, maybe...?

Both, let me start with my immediate supervisor, we fight a lot because we come from 2 different school of thoughts, so we usually do not agree on most things but I think I need to appreciate that it is because of that that I always want to prove myself to her. So I research more, I make my reports more readable so I think yeah she has contributed adversely although she might not realize that she is contributing to me having to prove myself to her that I can write better reports.

And then the one above, yes that one has also contributed immensely because he is my reference point, when I've written a report ...I'm one person who always writes a report and I'll get my juniors to read it so that they could proof read it and tell me if I've written something sensible. Then I take it to my immediate supervisor and finally I check it for the last time, then I take it to the big boss. The big boss will always either change the English ...he went to UB by the way and I usually say to him "hey, you are writing the English you learnt in UB here, I'm writing the English that I learnt somewhere else" because he would take almost the words that I've written and put his words in there, but with the same message. So I think that always challenges me because every time I look forward to coming up with better words that would beat his.

But there is one whom I should really mention although she is not working with us anymore, she is in a different department. I think when she came, she's the one who changed a lot ofshe's taught us how to improve our reports, our reports used to be terrible by the way, if you think they are terrible now, you should have come back three years back, I'm sure you've now got what you've got, because even grammar she's the one who encouraged us not to be afraid to use the big words if you know what they mean and if you know how to use them. We should not be afraid to research and put something from a book into a book and acknowledge the author at the end. We used to think that's what you do in school for assignments but she's taught us that you know, there is nothing even with the cases that go to courts, there is nothing that pleases to have your case read then by the end of the day somebody realizes "oh that person got this from somebody" and

you've acknowledged that person. I think she did a really good job with the department.

12. What else would you like to tell me about the writing in the workplace? you've said a lot there. That's you've been work shopped and you saw great improvement, and some of your supervisors have helped you directly or indirectly. That's good.

13. So, should I say the social enquiry reports are also case studies? Who reads these social enquiry reports?

The social enquiry reports? they are supposed to be confidential by the way, but we don't actually go that far, but we try. So they are read by the author, the screening committee and the supervisors. But the ones that goes to court usually it's the author, the supervisor and ultimately the magistrate.

14. I read some transfer reports, who do you write those reports to?

Oh those ones, to the bosses of the person who requests the transfer. Like the ones you got probably from me. I had 2 from Botswana Defense Force. The person requests for a transfer usually it's on social grounds. They say to their supervisor "I need to be transferred closer to home because my mother is sick, my father is sick, my mother" and stuff like that. So what happens is the supervisor then writes to us the social welfare division, because we are the people who are mandated to carry out these reports, these enquiries. They write to this department and then we do that report, then we send it back to the supervisor or the enquirer not the person in question but to the decision takers, then they use for guidance in relation to what they want tothe decision they want to take.

OK. I see that you have three, I'll call it processes, three processes of writing like you have the case register, the home visit and the actual report. so in this case, do you still follow the three steps?

The case????

In the transfer?

Yes, it comes in as a referral, then I have to register it in my case so that it reflects that I've received a certain case. Then I go out to do the actual assessment in the client's place of residence or to the parent's home or whoever they have mentioned as the person they need to be staying with. Then I come back and produce that report.

15. So what type of information should go into the case register?

It's just the information that you actually know you have a case. You register the type of the case, the date in which you got the case, the action plan: what you want to do as far as that case is concerned, and maybe you can have a column of remarks if you have done it or if you haven't done it.

So for the case register it depends on what you as the social welfare officer wants to put in the case register?

Yeah. Apparently I understand there is a pattern from UB that was taught. I'm not very familiar with it but I think they use it here sometimes. My case register is just as simple as that, it's the date, the type of the case, the client's name, then the action plan and the remark to tell if I have acted or I've not.

16. So after the case register are the home visits? Why are they so important in your career?

Nothing can happen without you having gone to the home visits because for you to be writing about the social background for instance, the home environment, those are the things that you need to have seen. Then we also have a portion where you analyze your assessment, you make some observations. You can only do those things through seeing the at the client's place unlike if I tell you that I stay in a one roomed house, there is no fence, there is no this and that, only for you to go home and discover that I live an extravagant life yet I said to you I come from a poor environment. So it's just to beef up the report and to provide facts about the client's background.

17. So what do you think are the key challenges to writing these documents: case register, home visit and the report?

The key challenges? Well, in my case, I think it's the school of thought that is my major challenge because I come from a different school of thought and some social workers come from some different school of thought yet we do the same thing. So I think for me that's a major challenge otherwise everything else I think its fine. There is nothing major that as officers we can complain about that would be hindering us to produce a better report, except hela gore maybe somebody else would be talking about ...more would be leaning to the social work approach and I would be more leaning to the psychological approach.

18. One of the questions I would like to ask is when I read your reports I found that in most cases they are in the form of narratives, like you tend to report what the client says like you are trying to tell a story. What influences you to write that way?

I think it's a question of us explaining what the client says because the report is written for the purposes of telling the story of[cell phone interruption] ...the reason why they are in narrative form is because we are telling what the client says basically. So we cannot fabricate anything, we just have to tell the truth as it stands out because these reports have a final impact in the decision that is taken as far as that client is concerned. For example in destitution cases, in adoption cases, in foster care cases, it is what the client says that matters to you as an officer that will ultimately affect the recommendation that you have to make, and then finally to the screening committee or the supervisors. They have to know what the client said or what transpired as far as the client was concerned in that case.

19. What sort of things or information helps the client to be assisted?

Excuse me?

What sort of things helps the client to be assisted? Can I site an example; in the case where there was a family that was earning P800 a month and that was the income for the whole family, and the person was not recommended to benefit as a destitute person.

We are guided by theguidelines that guides us and we also have this thing ...what do we call this things, how can I forget????I forgot the right word but it's a booklet kind of, with regulations, with terms and conditions that explains what a destitution person is. For example, in Botswana a destitute person, when you talk of monetary terms it's somebody who is earning not more than P120 without dependents. With dependants I think it's around P150 or less. So just see now, when you talk about 800 bucks, that person is way out of the set cut point.

What was the criteria for that because right now, P100 buys 5 things from the shop?

Yah, that's the unfortunate thing about thisI think this thing needs to be reviewed if you ask me. It's something that was developed in 1994-2004, I'm not very certain about then years, but that's the date that I think.

[interruption]

I had a profile here that we want to put in the government thingbut basically we follow those things, like in destitution benefits. Those are the ones that we are talking about right. For example it says for you to qualify you are required to have not more than 4 livestock units or 24 goats or 4 sheep for example.

That's why it says this person has no livestock and

That's why it keeps coming up a lot because they want to portray to whoever is reading the report, exactly how the situation is on the ground.

20. So do you have a budget or target when you recommend this people to benefit from this social welfare thing? Are you given some money to cater for them or how do they get the money?

We have, at the beginning of every financial year, we do budgets before the actual financial year starts, like for 2011-12, we've already done the budget for that. So when the financial year begins, they give us those funds so hopefully they fall within the budget – it's enough to cater for these people because some do graduate, some do come in, some do unfortunately die, so there's always room. But lately under the budget constraints it's very difficult because you get told to cut down your budget even though you are dealing with abstract figures. Where you tell somebody that I'm dealing with a 100 destitute people who each get P450 in his or her coupon a month. That means in a month I'm using P45 00(0) a month for the destitute, that's if somebody says to you, budget P3500. That is why currently we are running at negative balances. But the good thing about the relief programs

is that they can even run into negatives so I think ya that's as far as budget is concerned.

21. And in most cases, I can see that you are writing on behalf of underprivileged society, should I say you are more privileged than they are. How do you relate with them?

I think it's a question of being a professional, that's where a professional self comes into play where you have to separate yourself from them. You see your client as your client, and then you perform your duties as a professional. Then you act according to the statutes that are in front of you and the terms and conditions that are provided in the guidelines that guide you to do your job.

So you try as much as you can not to be judgmental, not to see another person as anything other than a human being. But when it comes now to performing, I have to become professional about it and stick to the professional ways of doing things.

22. Still under professionalism. What do you do in cases that affect you really emotionally?

Emotionally meaning if I cannot do the case? Because one way or another, I may find myself doing more harm than good, right? I refer.

Ok, you'd refer?

Yes, I'd refer at such cases because I wouldn't be doing myself any justice, yet alone the clients. Because if I'm going to continue the case, I'm going to end up now saying something that would be applicable to me more than it is to the client. Something that I think it will solve my problems more than the client.

Can you give me an example so that it clarifies what you are saying?

An example? A hypothetical example? Say for example I'm supposed to be counseling a nurse and I've had a bad experience relationship-wise with nurses, and she comes to me with a relationship problem, previously I'd automatically say she is the cause of the problem because I suffered from the same kind of problem with the nurse being the perpetrator, if I may use that word. So such cases, I'd refer them or sometimes I do get cases that need somebody who is more specialized than I am. So if I get such a case, I refer it to a specialist, or sometimes I get cases that because of the setup that I work in, just now people kept knocking left, right and center. I cannot do very sensitive: sheer sensitive cases that require absolutely no interruption. Such cases I refer to places where there is a proper setup for counseling.

23. So I've realized that in most cases, you don't use I but you'd use words like the office or the officer. ????

Because the decisions that I'm taking, I'm not taking in my personal self, I'm doing it on behalf of my employer or the organization or the department that I work for.

So suppose you get sued or you are taken to court, who do they take to court in such a case?

It has never happened and I'm praying it never happens, and I think if it happens it would be my employer or they'd take me together with my employer. Because it has never happened, I cannot be absolutely sure what would happen, but I understand in hospitals, they do take the hospital on, so it's the hospital that has to fit the bill for such cases and I assume ...not assume, they do that also; they write on behalf of the hospital.

24. It's unfortunate you are saying that your clients have never taken you to court, I was just going to say, can these reports be used in court as sources of evidence or you won't allow them to do so because of their confidentiality?

When we are to introduce professional confidentiality in our professional capacity, I think the unfortunate part is courts can supersede you and when they supersede there is nothing you can do unfortunately ...

Appendix 3 Students' interview

I am Mrs. Nkateng working on a research on the writings of social workers and with the objectives of what types of documents are produced by social workers and the types of documents the students at the University of Botswana write. The other ones are to explore the relationships to writing down by professional social works and to identify if there is a crossover between students and the professional social workers. Those are my objectives.

1. Now may I ask you to tell me about yourself?

I am Derby. I am doing year 3 Degree in Social Work. University of Botswana.

Go on. Its BSW...?

Its BSW270

So when did you enroll? Two thousand and?

2008

2. Have you worked as a social worker before?

No. We have just gone for fieldwork practice from May to July 2010.

Before you chose the social work course, what made interested in choosing the course?

All along like from primary and secondary school, I liked helping people. Mostly in academics and in any help I can offer to them. That's how I came to choose social work.

3. Can you tell me about your internship you just had?

At the internship, I was based at the Central District Council in the headquarters ya CDC in S&CD – Social and Community Development but there most of the work done it was mostly in Statistics so I attached myself with the other social workers who practice in the field; those who have contact with the clients and day to day activities. So I went to the headquarters only when there are some statistics to be compiled but most of the time I spent it with the social workers at the front so I could work with clients.

4. So at statistics you were not dealing with clients?

In statistics its just like we compile statistics for the sub-districts. Akere its records; destitute intake, how many destitutes were assisted with what kind of assistance.

5. So when you attached yourself with the social workers who were working with clients, did they give you any client or you just observed or what did you do?

When I attached myself with social workers in the field, one became my supervisor. So what we do, we were sharing clients but the supervisor gave me more clients than she could take so that I can have more practice.

6. Can you tell me about your practice?

Most of the cases were based on destitution, like clients would come, some of them complaining that the money has not been credited in the coupon system. When we get there we find that there were some people those who were terminated from destitution. So those people were the ones who came more often to the office, like they were complaining so and so has been terminated, she hasn't returned the coupons and she is still getting the food rations with the coupon but why take my coupons. And then we find that there were pending cases of adoption and we dealt with those pending cases. With cases of adoption it was hard because the parents who were to adopt children, they had sort of given up so when we wanted to continue with the proceedings like where it had stopped, they would sort of condemn us "Who do you think you are. I have worked with so... and so....they have failed and now they are bringing in University of Botswana students. What do you think you can do?". So we just continued with the adoption proceedings and after all they adopted the children they were [happy]. They even regretted what they said to us before.

7. But as a social worker you had to be patient. Isn't it?

Yes we have to be patient because sometimes they can be very rude to you.

8. So in cases like that do you have to show your emotions like when you were dealing with cases which were emotional and when the clients were insulting you like in this case? What do you do when you have to show your emotions?

No you don't have to show the clients your emotions. You just pretend as if everything is ok, maybe after the client has gone that's when you'll reveal your emotions, but it's not allowed to show your emotions in front of the client.

9. So when you were with these clients, what language did you use?

Yah...in most cases I used Setswana because most of the clients were old women and men. There were some few instances of youth cases but most cases we used Setswana.

You used Setswana to interact with them?

Yes.

10. What about the notes that you took?

The notes that I take we present them in English language.

How did you write your notes? In Setswana or in English?

I jotted them in English.

11. So you use Setswana with your clients, what about with other social workers in the office?

With other social workers in the office we use English language.

Oh?

Yes. But it was hard for them because they were mostly used to speaking in Setswana, so we just brought change to the office.

That makes it clear.

12. When you were in this internship like you were saying you jotted your notes in English and in your office you used English. What kind of documents did you write?

We write reports on needs assessment like we go to the destitute home to assess and then from there we use a destitute form that you fill. After filling the form, you make a report from information on that particular form and then in the report you make some recommendations like does this person really qualify? On what conditions or if he doesn't qualify we use the destitution policy, it's the one that guides us on whether this person can qualify for destitution. You give reasons in the recommendations on why is the client qualifying and not qualifying for destitution.

13. So what problem did you face in writing these documents?

At first I didn't know how it was written. I remember my first assessment, I had just submitted the destitute form, I didn't know that we had to make some report and then after that that's when I asked the supervisor "Why is it that after making an assessment, we make a report?" then she said "that's how things have to be done", "but you didn't tell me at first. The first one I just submitted the findings and the form and I hadn't made a report." That's when I started to make reports.

Still in reporting, there is a logbook. Every client who comes, you register the client's name, the ID number, age; the details and then you summarize the client's situation like the situation that the client presented. And then you state the way forward. If there some needs assessment have to be conducted, you have to state that need assessment have to be conducted.

14. Can you tell me the types of documents you used?

There is the logbook, the logbook you register each and every client, and then there is the destitute assessment form; that one we use it when we go out for assessment in the street homes. From there we compile a report on summarizing the information in the destitute assessment form.

15. Were you taught to write these documents before? like the logbook, destitute assessment and the report before going for internship?

No. I just learnt it at the field.

So at the field, like you said that the supervisor did not show you. Now how can I ask it? Did they orientate you?

With the orientation, they don't focus more on things that are done in the office, they just introduce like who is the chief and they will tell you the working hours and the staff alike.

So the destitute assessment form, I just followed what the form tell me to do. We were not even taught. It would just say the name of the client then we ask the client. So and so then you just have to do it.

16. Going back to your year one, its 2008, 2009 then you went for internship in 2010. Did you apply any of the skills that you were taught in GEC112?

The skills that I was taught, did I apply them to my internship?

Ee??

They are too much different, like the report that we are supposed to write in 112 is different from the reports at the field. The only thing that I have applied from GEC112 is the presentation skills because we hold talk shows, meetings and workshops.

Ok. So when it comes to writing skills they need to be improved?

Yes.

17. So how do you think the course could give you more support in you writing skills [GEC112]?

I think it can include writing reports for destitution and how you present an adoption report and things like the social enquiry report. I just heard of it, I have never seen it before and how it is written. We just here practitioners out there "hey there is the social enquiry report" but I have never done it.

Before?

Yes.

18. So in your department, are you taught the structure of the case study and the community project?

Case study: there is a course that we do at year 2 – "Introduction to working with individuals, families and groups". We deal with case work studies like the assessment of the particular course, we do a case work. We are graded looking at the casework we have done.

And with community projects, we are doing a course on community work; it's done at year 2 and at year 3. With community work, it focuses more on community development like which models you have to use in which particular project and how do you do that; its well stated like you have to conduct needs assessment and you have to work with so and so.. and that's who it is.

19. So now that you are taught the case study and you do some community work projects in year 2 and year 3. Can you tell me the content that is considered most important in the case study? When you are dealing with your clients.

The way we are taught in school is different from the way they do it at the field. At the field, they omit some information. They just provide the personal details and then background information and then little bits on environmental assessment. They don't get more on the emotional and the psychological assessment of the clients. You have to show how do you think this client is normal, what makes you think how the client is normal. The mental stuff like.

So what you write for the university is more detailed than what is written in the field?

Yes, but with us we have to write the way we are taught in school even if we are at the field.

Ok. Because of the marking?

Yes ma'am.

20. What content is considered most important in the community project? Before we go there, you were talking about some information that is omitted in the field and information that has to be included when you are writing for your submission. What type of information can you talk about?

At the field they don't include the emotional and behavioral assessment of the client. They just include the personal details, background and the issue at hand, they don't consider some other forms of assessment like the environmental assessment. Because the environment can impact on the client's behavior. These are the things they do not include at the field but we are supposed to include as students.

21. But when I look at the reports of the social workers, they do include things like home environment. Isn't that the environmental [assessment]?

Yeah some of them include the home environment but with the home environment, what they do is state that there is a 1 roomed house, there is water connected, there is a toilet but in school you have to include more than that. How does that particular environment impact on the client's behavior?

22. Now I know, you can tell me about the content that is considered most important in the community project?

In community project, let me say practitioners at work, they don't do community projects. We as students in internship, we are doing community projects because it have to be graded.

In community projects, you look at issues in that particular community and then you choose the issue that you think needs attention the most or that is more severe to the community.

The way we do our community projects in our internship programme, we have to be linked with the issues that clients bring at hand. Like as students in our fieldwork, we keep our own record of logbook so what you are reporting and the community project should be most of the cases the individual clients had brought to you when you were at practice. Ke gore you derive an issue from the clients that have came to you and presented their issues to you.

Like with me, my community project, I made a support group for people living with HIV/AIDS because most of the clients that came to me they were complaining about being stigmatized in the community. They were clients that were living with HIV/AIDS so I had to come up with a project that can help deal away with this stigma in their community.

23. What purpose do you think the reports serve for the department? for you as a student and for the outside world?

In most cases, reports they are kept for future references, like for now if we didn't keep the reports, now because I'm back in school, some clients that I have worked with there are chances that they can go back to the office. So we are keeping reports in order to avoid like when the client comes to restate his/her situation again. So when the client says I am so and so, I was once here and I was attended by this social worker, then we have to go to the files and then you get the report and then you find what the client had in place at that particular time.

24. So these reports serve as records for the department but for you as a student, what do you learn from them?

From the report?

Isn't it a way of interacting with your clients and how to produce a convincing report or something?

Like with reports. How do they benefit me as a student?

Yes.

Sometimes I go over the report that I had written and then I find out that oh, I could have done this and this... and then it makes me prepare for the next report that I am going to write or to submit.

25. You talked about counseling or consultation; did your supervisor help you with the consultation?

At first, during the orientation week, the first week at our fieldwork practice, we work with our supervisors like how do they do it. From there the other weeks, I have to do it on my own without anybody's help.

26. So what happens to your recommendations? The recommendations that you write in this report?

The recommendations that I write in the report?? From there, there is the screening of cases. Akere in the report we said the recommendations, from there they meet with other practitioners and then they do the screening of cases. Then they see that this recommendation can be taken into consideration, like with one of the reports that I did, it was a destitution case. I just found out that they had enrolled a 23 year old girl in destitution. She wasn't even qualifying so I went for reassessment and then I found that this person does not qualify to be registered as a destitute. There are projects out there that she can be enrolled into and earn a living. So my recommendations were that she has to be terminated from destitution and she was terminated. She brought back the coupons.

While she was looking for those projects, how did she survive?

She had a sister; they were two, the one was of 1986, the one was 1989. There were two, so the other one just sit home doing nothing but she was physically abled. We linked her with the Home Economics skills training and rehabilitation.

27. What else would you like to tell me about your writing in the workplace?

Writing during internship? It was hard because we came with the way we know we should write but with the practitioners it was a different issue so they will be tell you "I have been in practice for so many years and this is how we are writing things" and then you say "no this has to be" "you are too young to correct me, to tell me what to do". It was hard but because we know we wanted marks we have to write the way we have to write. So we have to like produce 2 different things, the one for marking and then the one that has to be kept in the office. The one they want at the practitioners and the one the lecturers wanted it.

So you made 2 reports, one that had to be marked by the lecturers and one that suited the needs of the office?

Yes.

Ok.

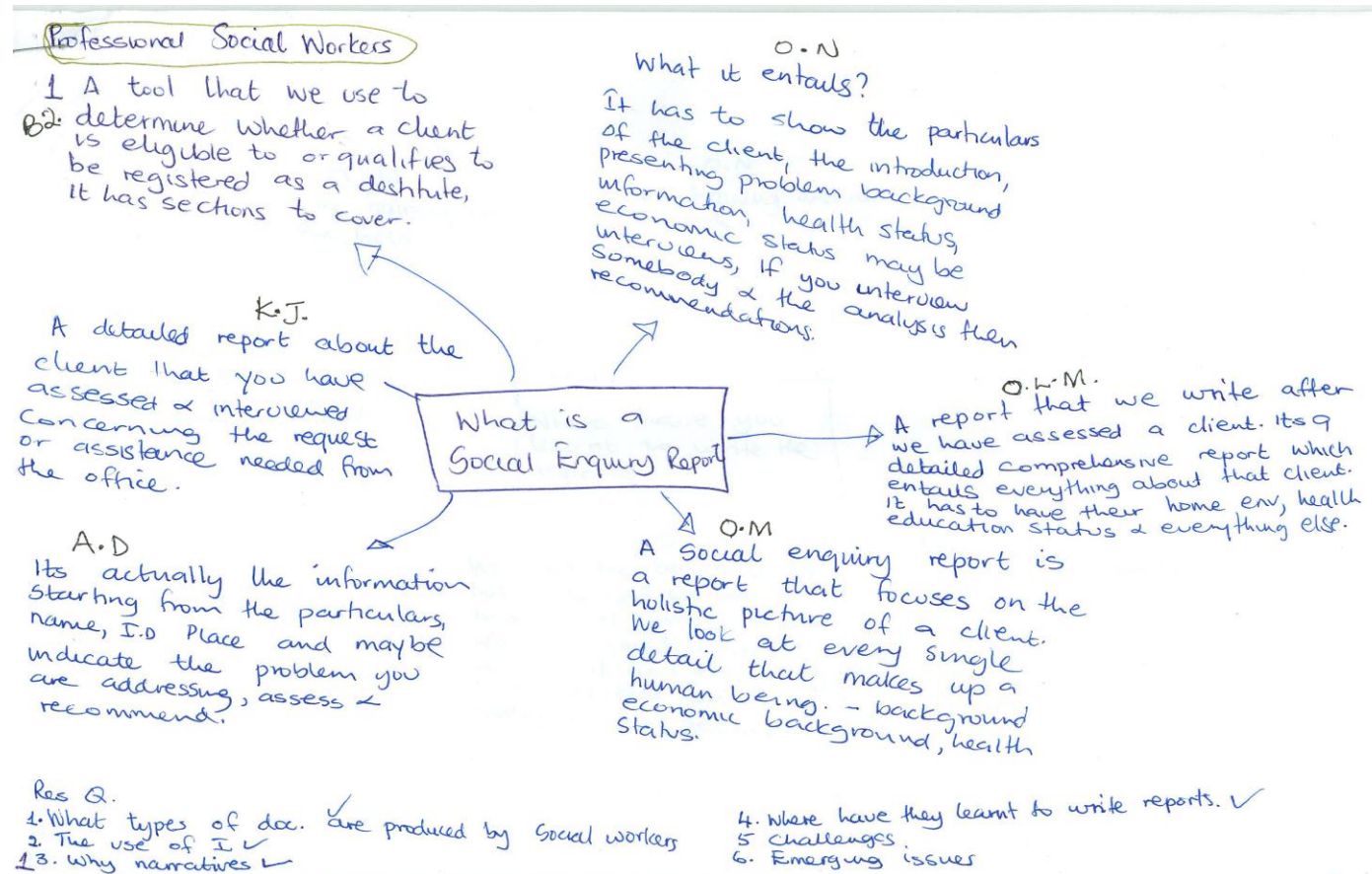
28. So who reads these reports apart from the screening committee?

Apart from the screening committee, Akere there is the Statistics Information. It includes cases that you have dealt with so reports they are taken into consideration like if you have dealt with the case of adoption, you have to produce a report for the case of adoption. It goes through the screening and then it goes to the sub-district and then it goes to the headquarters of the sub-district then it comes to DSS.

What is DSS?

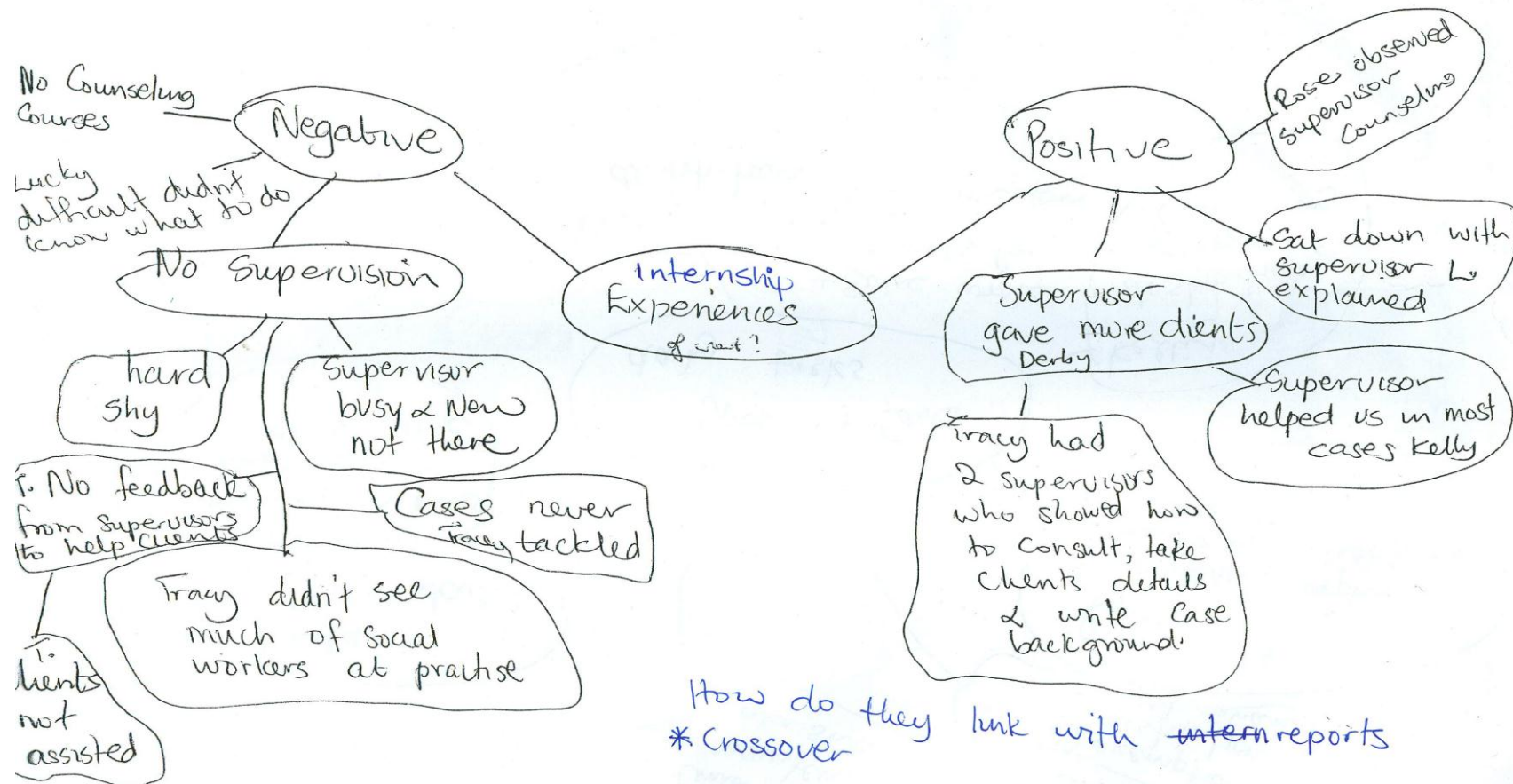
Department of Social Services.

Appendix 4



professionals

3rd years



How do they link with ~~intern~~ reports
* Crossover

Appendix 5

SOUTH EAST DISTRICT COUNCIL S & CD — TLOKWENG INTAKE SHEET

CASE NO /200_

1. Referred by _____

2. Presenting Problem _____

3. Client's particulars;

a) Full name of client -

b) Date of birth

c) Sex Female.

d) ID number

e) Marital status

i. Name of spouse

ii. Id no

iii. Occupation

iv. Nationality

f) Residential address.

g) Postal address

h) Occupation

i) Contact numbers _____ (W) _____ (H)

4. Place of origin _____ Nationality _____

a) Chief

b) Headman Ward

c) Councillor _____ MP _____

d) Religious denomination

1. Children

FULL NAME	SEX	AGE	OCCUPATION	EMPLOYMENT/ SCHOOL	

•

6. Siblings

Full name	Sex	Age	Occupation	Employment

7.Relatives to be consulted

Name	Sex	Age	Occupation	Relationship to client

8. Any other regular assistance received from voluntary organizations, individuals or government?

Name	Address	Assistance offered
------	---------	--------------------

9. Case History

10. Assessment

a) Probable causes

client divorced the father of her children and like I stated have
assess and see if she can be entrusted with the custody of
children.

b) Home environment

client resides at Customs and Exercise staff houses. The house includes
a bedroom, toilet, bathroom, kitchen and sitting room.

c) Remarks by declared relatives/neighbors

11. Recommendations

Interviewing Officer.....
Signature..... Date.....

Appendix 6 Destitution report

Case 6

CLIENTES PARTICULARS

NAME	Gops
SEX	MALE
D.O.B	1936
P.O.B	RAMOTSWA
ID NO	114 918 801
MARITAL STATUS	MARRIED
PHYSICAL ADDRESS	GOO POONYANE
NATIONALITY	MOTSWANA
EDUCATIONAL LEVEL	NEVER BEEN TO SCHOOL

INTRODUCTION

This is a social enquiry report aimed at determining whether one Gops, who for the purpose of this report is referred to as client should or should not continue been assisted as a destitute beneficiary with S&CD department. This is a re-assessment case.

BACKGROUND INFORMATION

Gops is a registered destitute person and is alleged to have been registered since 1989. The client is a married man and a father to eight, five boys and three girls. His wife is still alive and alleged to be unemployed as well. The client adjudicated that he is staying in his home with five of his children and a grandchild. The client

conceded that his older child is currently staying at his home with his family while his second born child in the name Bonnie has moved out as well and cohabiting with her boyfriend in their rented house. The reason for her to have left the home is rumored to be the fights that she constantly had with her siblings.

The client explained to this officer that he is currently living a more humane life because of the food ration that he gets from S&CD department. The client mentioned in his submission to this officer that he does not have a ploughing field. There are two school going children who are assisted as needy students and the table below is used to depict the information about the children going to school:

Name	Sex	Edu level	School
Onki	M	Form 1	Ram Sec
Gala	F	Std 2	St Contrads

HEALTH STATUS

Though a medical examination could not be carried out during the assessment period, the client affirmed to this office that he is visually blind since 2007. The client also asserted to the office that one of his children is HIV (+). No one else in the client's family is however alleged to have any adverse medical illness or conditions that could be termed critical or terminal.

ECONOMIC STATUS

The client is not employed. The client also mentions that none of his children are gainfully or sufficiently employed. The client also affirmed that he owns no livestock unit and or asserts. The client also mentioned to the office that he has a ploughing field but the field is not de-bushed due to old age and lack of finances.

HOME ENVIRONMENT

The client and his family reside in his home and the yard is unfenced. The family has water supply in the yard and no toilet. The family insists that they use firewood for

cooking. The family owns a two roomed house, painted. The officer observed that there is no enough housing room for the family for eight people.

RECOMMENDATIONS

Based on the assessment that this officer undertook, I recommend that the client should continue to be assisted as a destitute person as per Destitute policy Sec 2.1a sub-sec I &II which declares a destitute person as a person with not more than 4 livestock units, or 24 goats or insufficient income resources earning an income of less than P120 per month without dependants or less than P150 per month with dependants which covers the status of the client, Gops

Prepared by

(SWO II)

13/07/200

Appendix 7

Name: **Keaboletse Keoeme**

CASE STUDY 4

BIOGRAPHICAL DETAILS

NAME	AGE	SEX	OCCUPATION
Mr Rogers Mosi	38	M	Security guard
Ms Keneilwe Kgopolo	37	F	Unemployed
Tshepo Kgopolo	18	M	Student
Bontle Kgopolo	14	F	Student
Kenny Kgopolo	13	M	Student
Katlego Kgopolo	5	F	Minor
Thuso Kgopolo	3	F	Minor

BACKGROUND INFORMATION

Mr Rogers is an unmarried man who has five children, four biological children and a stepson. He has been cohabiting for the past fifteen years. He states that his partner has since deserted the family after he discovered that she was having an affair with another man. When he confronted her, she failed to explain who this mystery man was. This confirmed the suspicions he has always had about her. Out of a feeling of betrayal and pain he then assaulted his girlfriend, and subsequently, rendering their relationship dysfunctional. This prompted her to leave their home and went to her mother's place, where she is currently staying. He has since called both parties parents in an effort to help reconcile this issue. And dissappointedly, his partner's parents informed him that they cannot help because he has not married their daughter. He has also sought assistance from the chief. However, the chief's intervention was unsuccessful.

CASE

Mr Rogers states that he is ready to forgive his partner and wishes that their relationship could function again, also, playing the role 'of both a mother and father to his children is proving to be a difficult task for him. The absence of a mother at home is affecting his children's well being, especially their academic performance.

ASSESSMENT

Assessment was done in three areas of interactions which are the intrapersonal, interpersonal and environmental systems. According to the family systems theory problem situations or difficulties do not exist in isolation as such they are not confined to one particular system (Hepworth 2002). I employed the family systems theory in understanding this particular case. In the intrapersonal assessment I decided to conduct assessment on only those individuals that are key in resolving this particular case.

INTRAPERSONAL ASSESMENT

MR ROGERS.

He works as a security guard and has only managed to attain form five with his schooling. He cherishes this *Tswana* cultural belief that, family issues should be firstly managed within the family parameters and that is why he called both parties parents. Hepworth et al (2002), assert that alcohol can disrupt and destroy family life Mr.Rogers occasionally drinks alcohol; however, contrary to Hepworth's contention his drinking does not seem to affect the family in anyway. He also values the importance of family and beliefs that children should grow up in family with both parents. He may have a sound judgment because he plainly regrets and takes responsibility for battering his partner. Mr Rogers may be aggressive and has difficulty in expressing his feelings as evidenced by the assault on his partner.

According to Hepworth et al (2002 pg 221), "people with cognitive flexibility generally seek to understand the part they play in their difficulties. They can also ask for assistance without believing it's an admission of weakness or failure". This description was evident in Mr Rogers considering the extent to which he has sought assistance.

MISS KENEILWE

I got information about Miss Keneilwe from Mr. Rogers because she refused to visit the office. Therefore the information may be inaccurate and highly unreliable. She is a person of sober habits. She neglects her children and only gets to see them when Mr Rogers takes them to her. She is insensitive when communicating, thus use words that usually offend other people. She is also unemployed as such Mr Rogers is the provider of the family.

ENVIRONMENTAL ASSESMENT.

The family does not have a strong social support system. They do not usually rely on their neighbors and extended family members whenever they have difficulties. Mr Rogers has close friends but would not confide in them about this kind of issue. Just like most Batswana families, it believes that family problems must firstly be addressed within the confines of the family. Most family members do not belong to any organized institution like the church. The children's academic performances have been affected by their parents' problem situation. They miss the presence of their mother and her emotional support in the house hold.

INTERPERSONAL ASSESMENT

The interactions between Rogers and his children are exceptionally good. The family also does not believe in this notion that problems will take care of themselves. As such they openly confront discrepancies and address them. The children have a functional relationship with their father and are more close to him than their mother. However, family members do not usually express love and care for one another. One only knows that his family loves him, even though that love is not expressed. .

OBJECTIVES

To find out if the relationship between Mr Rogers and his partner could work out or be restored

To assist the client establishes a plan of how he and her partner would share responsibilities when taking care of their children.

To interview the client's children so as to ascertain the degree to which they have been affected by their parent's problem situation.

INTERVENTION

In trying to understand this case I employed the family systems theory. The family systems theory emphasis looking beyond the presenting problems of the clients in order to understand the complexities and interrelationships of their problems. It is based on the systems theory and its key concepts are wholeness, homeostasis and relationship. (Hepworth et al). As we discussed the case with the client, we reached a consensus that it would be prudent if his partner visit the office so that I could hear her side of the story. Thus, we agreed that he would invite his partner to come along with him. However, she refused to visit the office. She told him a whole lot of distasteful things and warned him to stop stalking her. She even told him that she has moved on with her life so he should too. This made the case to be complicated because I could not adequately understand it without her input.

We then discussed the way forward by exploring a range of alternatives that could be adopted. For instance children as being part of the family system were affected by this issue. They needed their mothers' attention, love and emotional support. Thus we agreed the client that he would consult their mother and discuss how they could share / responsibilities for their children's needs. On whether there was any hope of the relationship working out with his partner, he finally took a decision that he would move on with his life. Because she was not willing cooperate and appeared not to be interested.

TERMINATION

We had not reached this stage of termination. The client was to come back and give me feedback on the outcomes of decisions he had chosen to embark on.

RECOMMENDATIONS

One of the objectives in the intervention was to assess the extent to which the client's children were affected by the problem situation. And this was not realized because unfortunately the client has up to now not returned to the office. The children need to be monitored so that proper intervention could be designed for them.

The client was to negotiate with his ex partner, a plan for sharing the responsibilities of taking care of their children. Therefore, he should bring back feedback regarding this.

Appendix 8

Course outline COM 152

Faculty:	Centre for Academic Development
Department:	Communication and Study Skills Unit
Course code:	COM152
Course title:	Academic and Professional Communication (Social Sciences)
Credits:	3
Level:	1
Semester:	2
Type:	Compulsory (General Education Course)
Pre-requisite:	None
Co-requisite:	None

Course synopsis

This course introduces students to academic and professional writing. The combination of these disciplines is intended to help students develop skills related to academic writing and professional writing. It provides students the opportunity to express ideas that constitute the core content of their specialist courses. In addition to that, it also helps students read, understand and write professional documents.

Rationale

This course aims to develop and to improve students' written communication skills. The presentation of topics shall be largely task-based and involve information searching strategies such as group research work portfolio management and group as well as individual production of written, academic and professional skills.

Course aims

The general objectives for this course are developed from the course aims stated above. They can be briefly stated as aiming to:

- a) Help students develop written and spoken texts that are concise, critical, logical and appropriately structured
- b) Enable students to produce general and subject-specific texts that pay attention to fluency, accuracy and stylistic appropriacy
- c) Recognise and apply principles of grammatical and essay content that characterises the style(s) of different discourse types
- d) Recognise and use discourse indicators for various types of texts

- e) Develop appropriate information literacy skills.

Teaching strategies

The application of suggested methodologies will vary depending on the teaching learning objectives. Teaching shall be developed under the following general strategies:

- Mini-lectures
- Mini-research
- Pair work
- Individual and small group oral presentations
- Project work
- Problem-based learning
- Simulations and role play
- Computer-based learning
- Discussions

Modes of assessment

A. Continuous assessment 70% made up of the following:

- Group research & presentation 30%
- Portfolio (Consists of samples of all of the student's work, such as class exercises and notes from group discussions and other activities the lecturer might want to include) 20%
- Information literacy skills project 20%

B. Final examination 30%

Recommended reading

Cottrell, S. (2003). The study skills handbook. 2nd edition. London: Macmillan

Ojo, S.O. et al. (2005). Computing and information skills fundamentals II. Lecture notes series. Department of Computer Science, University of Botswana

Course outline

Academic and professional writing skills

Purposes of academic writing in social sciences include to:

- Inform
- Make arguments
- Indicate claims and evidence in written or spoken discourse

Periodic literature

- Definition and characteristics of periodical literature
- Types and uses of periodical literature
- Role of periodical literature in research
- Finding journals, magazines, newspapers, etc. in the UB Library
- Step-by-step: researching with periodicals

Indexes and abstracts and full text electronic databases

Evaluation of information sources

Report writing in Social Sciences

- Reports – (occasional, routine, investigative and feasibility study reports)
- The experimental report
- The field report and case study
- Manuscript form for research reports
- Title, introduction, data and method, results and discussion, conclusion, references

Professional and academic writing genres

- i. Descriptive writing
 - Physical description
 - Functional description
 - Process description
 - Narrative description
- ii. Argumentative essays
- iii. Persuasive writing
- iv. Analytical writing
- v. Use of diagrams in writing
- vi. Oral interviews
 - Types of interviews

- Data collection
- Data analysis

Professional writing

- Principles of effective writing skills and readability
- Choice of medium and channel (factors affecting choice)
- Business letters
- Proposals/project memos
- Newsletters

Information skills

Communication skills

Communication for employment

- Application letter
- Writing a CV (chronological vs. functional)
- Job interview

Professional documents

- Documents of meeting – notice, agenda, minutes and action sheet
- The memorandum circulars, savingrams
- General notices, posters and adverts

Appendix 9 data analysis Processes transitivity- Professionals and Students

case no.	Projecting process	Grammatical subject	Process	Process type
case 1		Mphari	does not have a wife, nor children	relational, possessive
		He	does not know his relatives	mental
		He	grew up in Otse	behavioural
		He	has lost contact with them years ago	material
		He	depends on the Mere's	material
case 2		Thandi	is a mother of seven children	relational, attributive
case 3		Mosadi	is a mother of five children	relational attributive
case 4		Sethunya	is a single mother	relational attributive
		She	is a single mother of three	relational, attributive
		The client	stays with her friend	Material
case 5	Mr K.B. confessed	He	has never been married	relational, attributive
	He conceded	he	was at some pont in his life involved in a relationship in which gave him two children	behavioural
	he alleges	he	lost touch with his children who left with their mother	material
	the client claims	he	does not have anybody to help him	relational possessive
	He further highlighted	he	does not even have any surviving siblings	relational possessive

case	projecting process		Process and part of the clause	Process Type	PROCESS FUNCTION
case 1	Grammatical subject	Dolly	is the fourth child in a family of four siblings	relational identifying	
		She	is the youngest	relational identifying	
		she	is not the biological daughter to Phiri's family	relational attributive	
		She	has failed form five	relational attributive	
		She	wants to work	mental	
		The client	does not have a strong support system	relational possessive	
case 2		Michael	is third born child of Mat who lives in Germany	relational identifying	
		Michael	has never stayed with his mother	material	
		he	was showing unusual behaviour	material	
		he	misses school	material	
		he	was to meet these men who were to give him a gun	material	
case 3		Stephen Dikakanyo	was born in Maun	relational identifying	